

GENERAL REPORT
ON
PUBLIC INSTRUCTION,
IN THE
Lower Provinces
OF
THE BENGAL PRESIDENCY,

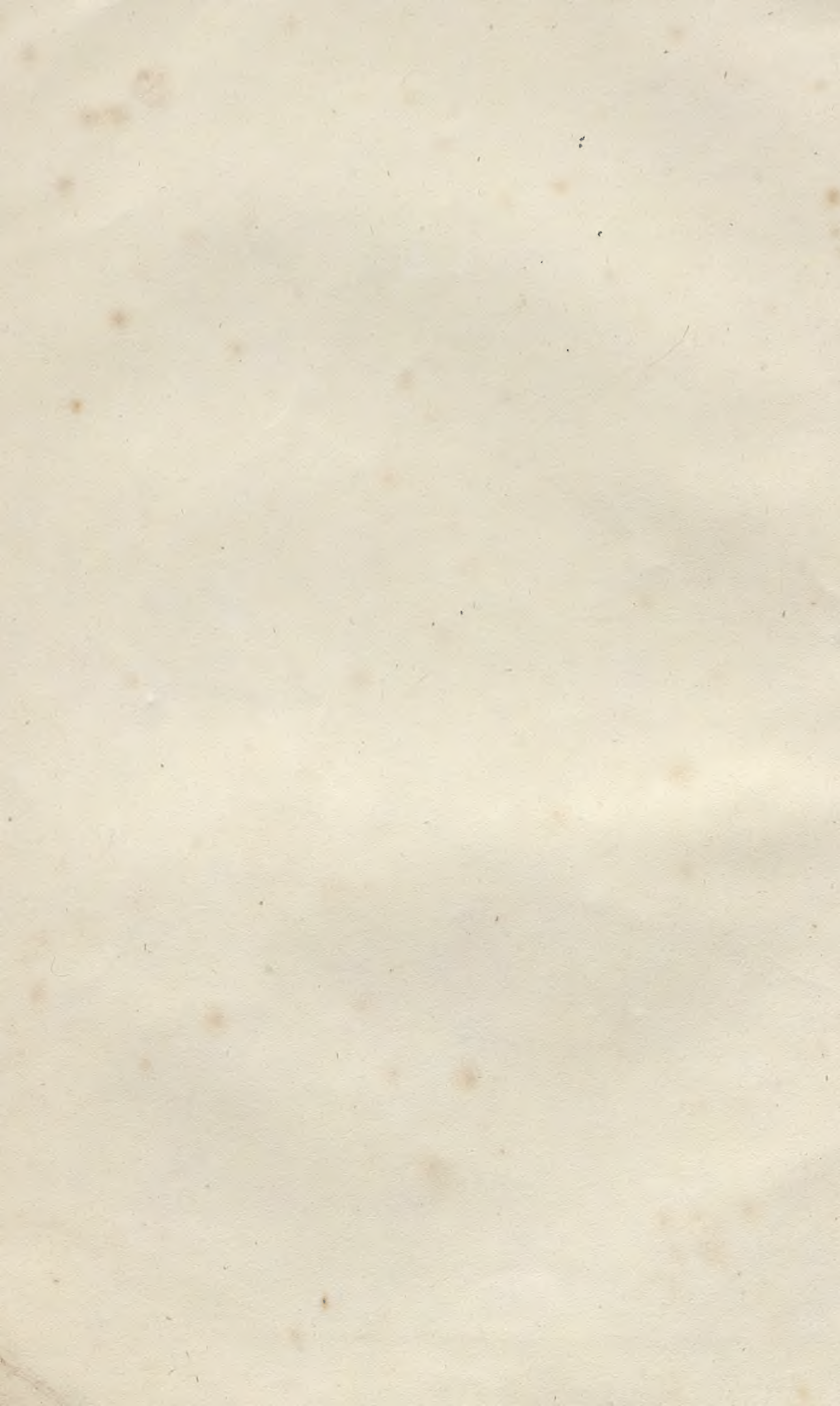
From 1st Oct. 1849 to 30th Sept. 1850.

Calcutta:

W. PALMER, MILITARY ORPHAN PRESS.

1851.

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MDCCCLI.



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R E P O R T

OF

THE COUNCIL OF EDUCATION,

FOR 1849-50.

Constitution of the Council on the 30th of September 1850.

THE HON'BLE J. E. D. BETHUNE, *President,*
Fourth Ordinary Member of the Supreme Council of India.

Members.

SIR J. W. COLVILE, KNT.,	.. ..	<i>Puisne Judge.</i>
FRED. J. HALLIDAY, ESQ., C. S.,	....	<i>Secy., Govt. of India, Home Dept.</i>
SIR H. M. ELLIOT, K. C. B.,	..	<i>Secretary, Government of India,</i> <i>Foreign Department.</i>
C. BEADON, ESQ., C. S.,	.. ....	<i>Secretary, Board of Customs, Salt</i> <i>and Opium.</i>
J. GRANT, ESQ.,	.. .. .	<i>Senior Surgeon, Apothecary Genl.</i>
J. FORSYTH, ESQ.,	.. .. .	<i>Senior Surg., Secy. Medical Board.</i>
BABU RUSSOMOY DUTT,	.. .. .	<i>Commissioner, Small Cause Court.</i>
BABU PROSUNNO COOMAR TAGORE,		<i>Govt. Vakeel, Sudder Dewanny.</i>
BABU RAMGOPAUL GHOSE,	.. ..	<i>Merchant.</i>
FRED. J. MOUAT, M. D.,	.. ....	<i>Assist. Surg., Member and Secy.</i>

TO THE HON'BLE MAJOR GENERAL SIR J. H. LITTLER, G.C.B.,
Deputy Governor of Bengal,
President of the Supreme Council of India,
&c. &c. &c.

HON'BLE SIR,

Our last report brought down the history of our proceedings to the 30th of September 1849: the present statement contains a record of the results of the academic session ending on the 30th of September, 1850.

The most important occurrence of the past year was an intimation from the Government that the Council of Education were henceforward to consider their functions as comprising the superintendence of Native Female Education. The following communication on the subject, addressed by the Government of India to the Government of Bengal, was communicated to the Council, for their information and guidance, in April last :

“ The attention of the Governor General in Council has been lately directed toward the subject of Female Education in Bengal. Thirty-five years have elapsed, since the establishment of the Hindu College gave the first great impulse to that desire for European knowledge, which is now so general throughout the country. Under the influence of the new ideas which have been widely disseminated among large and influential classes of the community, through the Government schools and colleges, it is reasonable to believe that further attempts, for improving the moral and social condition of the people, may now be successfully made, which at an earlier period would have failed altogether to produce any satisfactory result.

2. “ It is the opinion of the Governor General in Council that no single change in the habits of the people is likely to lead to more important and beneficial consequences, than the introduction of education for their female children. The general practice is to allow them to grow up in absolute ignorance ; but this custom is not required or even sanctioned by their religion ; and in fact a certain degree of education is now given to the female relatives of those who can afford the expense of entertaining special instructors at their own houses. This method of imparting knowledge is impracticable as a general system, but it appears to the Governor General in Council that it is quite possible to establish female schools, in which precautions may be adopted for as close seclusion of the girls as the customs of the country may require. An experiment of a school of this kind in Calcutta has been tried by the Hon'ble Mr. Bethune since May of last year ; which, in the face of considerable opposition, such as every novelty is sure to encounter in Bengal, at present contains thirty-four pupils, the children of persons of good caste and respectable connexions. The success which has been accomplished

in so short a time, far exceeding any expectation its most sanguine supporters would have been justified in entertaining at the commencement, receives a double value from the consideration that it has been achieved by the exertions of a private individual, and cannot be attributed to the influence of the power of Government.

3. "The example given by Mr. Bethune in his school has, His Lordship in Council is informed, been imitated by educated Natives in other parts of Bengal.

4. "The Governor General in Council considers that a great work has been done in the first successful introduction of Native Female Education in India on a sound and solid foundation, and that the Government ought to give to it its frank and cordial support.

5. "The Governor General in Council requests that the Council of Education may be informed that it is henceforward to consider its functions as comprising the superintendence of native female education; and that, wherever any disposition is shewn by the Natives to establish female schools, it will be its duty to give them all possible encouragement, and further their plans in every way that is not inconsistent with the efficiency of the institutions already under their management. It is the wish also of the Governor General in Council that intimation to the same effect should be given to the Chief Civil Officers of the Mofussil, calling their attention to the foregoing disposition among the Natives to establish female schools, and directing them to use all means at their disposal for encouraging those institutions, and for making it generally known that the Government views them with very great approbation."

The Council lost no time in making known the sentiments of the Government to all persons connected with the Institutions already under their charge, requesting them to give the fullest possible effect to the Government instructions, by making them generally known to all in their neighbourhood who take an interest in or are likely to aid the cause.

In promulgating the intelligence, the Council intimated their conviction that a measure fraught with such important consequences, and so eminently calculated to extend the benefits and influence of education, would meet with the most cordial support of every person connected with the Education department.

The Council do not deem it necessary to enter into a detailed consideration of the nature and extent of the benefits likely to result to India from the education of Females. Its importance and the vast influence which it has exercised in the Western hemisphere upon the civilization, prosperity, and happiness of European nations are great facts, and so universally acknowledged as to need no demonstration. It is believed that this influence will be even greater, if possible, in Eastern countries, where all the earliest and most lasting impressions of infancy and childhood are now produced and fostered by uneducated and superstitious mothers. The evil influence of the zenaana is, in very many instances, never eradicated; and much of the good learnt by a boy at school and college, is neutralized by the habits of his domestic circle, and the absence of educated companions for his hours of leisure and repose. Female education is known not to be opposed to any of the religious doctrines of the Hindus, indeed, in the early days of her prosperity, Hindustan could boast of her learned and virtuous females, whose fame was as far spread as that of any eminent European lady of ancient or modern times. Such being the case, the Council confidently rely on the cordial support of all liberal and enlightened natives of India, in a measure from which *they* may in a short time, reap the greatest and most enduring advantages.

In connexion with this subject the Council have much gratification in placing on record the fact of

Female School at Baraset. a Native Female School having been established at Baraset, by certain educated and philanthropic native gentlemen of that district. The circumstances which originated it are so creditable to the parties concerned, as, in the opinion of the Council, to merit being published for general information.

In January last, a communication was addressed to the Hon'ble President of the Council, to the effect that certain native gentlemen at Baraset and in its neighbourhood had

established and maintained, at first with the valuable aid and support of the Magistrate, Mr. Trevor, but afterwards wholly from their own resources, a free school for the education of such boys of respectable parentage as were unable to afford the amount of the schooling fee charged in the Government school.

The Committee of Management stated their inability to conduct another school together with this; but offered to found and maintain in its stead, a Native Female School, if the Council would consent to allow the Committee to nominate sixty boys to the Government school, on half the regulated schooling fee, and if they would employ the master of the free school in the extra class that would thus be added to the Baraset Institution.

The proposal of the managers was accepted by the Council, to continue in force so long as the Female School shall be conducted to the satisfaction of the Council; and accordingly the abolition and transfer of the free boys' school took place in January last.

A female school was thereupon founded and organized under the management of the following gentlemen :

Babu Kalikrishna Mittre.	Babu Calli Persad Banerjee.
„ Pearychurn Sircar.	„ Kedarnath Mookerjee.
„ Shookmoy Banerjee.	„ Nobin Chunder Mittre.
„ Greesh Chunder Roy.	„ Doorgachurn Chatterjee.

Although the Committee has met with much opposition, as might have been expected, the Council believe that the school is gradually becoming fixed on a solid basis, and that it will prove a great blessing to the inhabitants of Baraset, and the adjoining villages.

The Council have been informed that similar schools have been formed at Neebodhia, Bansbaria, and some other villages, but no official communication has been yet made to the Council by the managers of them.

Much caution, temper, forbearance and prudence are necessary in the conduct of such Institutions, and the Council trust that the example, set by the gentlemen noted above, will speedily be followed by their educated brethren in other places.

In page ix. of the Introductory report for 1848-49, it is stated that “a consideration of the apparent facility with which so large a number of scholarships was gained had led to the careful revision of the whole scholarship scheme and standard, involving a division of the Colleges into four classes, to be examined separately in different subjects, instead of two, of which they had hitherto consisted.”

Revision of the Scholarship Standard.

The Hon’ble President, with the sanction of the Council, invited the Principals and Professors of the Hindu and Hooghly Colleges to a conference on the subject.

The result of their deliberations was embodied in the following minute by the Hon’ble President.

The system, which has hitherto prevailed in the Government Colleges, has been arranged so that all the senior scholarships are open to competition for all the College students of whatever standing; an inevitable consequence of this plan is that, unless in the case of extraordinary merit, they are always carried off by the oldest students.

Last year, for the first time, a distinction was made in the Mathematical classes, and it was intimated that separate Mathematical papers will be set at the next examination to the first and second classes. It is now proposed to carry this principle further; to subdivide the Mathematical subjects into four classes, and the literary subjects into two, so minute a subdivision not being deemed necessary in Literature as in science.

It is the opinion of the Professors of the Hindu and Hooghly Colleges, whom I invited to a conference with me on the changes I wish to introduce, that the students will be found competent to be promoted into the first class of Literature, as soon as they are out of the last class of science; so that on this supposition the

First division of literature will comprise $\left\{ \begin{array}{l} \text{1st} \\ \text{2nd} \\ \text{3rd} \end{array} \right\}$ Classes.

Second division of literature, 4th Class.

According to the scheme hereinafter developed, each student will be allowed regularly to remain two years in each class: if he continues for more than two years in any one class, he will not be allowed to compete for a scholarship in that or in the next highest class. This restriction is introduced, in order that the competitors in each class may be as nearly as possible of the same standing.

To complete this scheme the senior scholarships must be allotted among the several classes, as follows :

	Hindu.	Hooghly.	Kishna- ghur.	Dacca.
To the first class,	6	3	3	3
second class,	5	3	3	3
third class,	5	3	2	2
Senior scholarships,	16	9	8	8

The junior scholarships have been hitherto gained by a system of examination exactly the opposite of that followed for the senior scholarships. There are three classes in the senior division of the school department: all are examined together; but the examination, instead of being raised to the standard of the oldest pupils, is lowered nearly to the standard of the lowest. The result appears in the great number of those reported to be entitled to junior scholarships.

It is proposed that the standard for this examination should be raised, so that those boys only will be qualified to contend for the junior scholarships, who are in the first class of the senior division of the school department, and candidates for promotion to the College.

The course of the examinations in the school and College will therefore be as follows :

In the third and second classes of the senior division of the school department no scholarship can be gained, but meritorious pupils will be rewarded, as now, by prizes of books. After being for a year in the first class, school department, the boys will be examined for promotion to the College. Half the number of marks assigned to the papers will gain a junior scholarship, to be held by them for one year in the College. A boy continuing more than one year in the first class of the school will not be competent to contend for a junior scholarship, unless in the case of Zillah pupils, hereinafter mentioned.

At the end of one year the junior scholars will be examined in the subjects appointed for the fourth class of the College. Half the number of marks in these subjects will entitle them to hold their junior scholarships for another year.

At the end of their second year in the College, they will be again examined in the subjects of the same class; and, if they gain two-thirds

of the marks of the papers set, will carry up their junior scholarships to the third class, to which they are then promoted, to be held there for another year.

At the end of their third year in College they are examined in the third class subjects.

They are not competent now in any case to hold the junior scholarships which they brought into the College; these revert to the school department: but they may gain one of the senior scholarships allotted to the third College class, in which they now stand, by gaining half the marks of their new subjects of examination.

Similarly, at the end of their fourth year, they may carry these senior scholarships into the next class, by gaining two-thirds of the marks. Then they must drop them, and contend for one of the scholarships of the second class; and so finally in the first class.

Although I have spoken of the competition of scholars only, to avoid confusion, yet it must be understood that, at each examination, so many of the whole class as are considered competent by the principal are competitors for the scholarships belonging to that class; with this distinction, that those of only one year's standing in the class require only half the number of marks to gain them, while those of two years' standing in the class, whether scholars or not, require two-thirds to carry the scholarship into the next class.

In order to decide comparative merit between the students of the two years, it will be necessary to compare the standard numbers of each. Whatever be the whole number of marks, half in the pupil of one year in the class is deemed to shew as much merit as two-thirds in the pupil of two years: or, in other words, three marks gained by the former are deemed equivalent to four gained by the latter.

The number of marks gained by the two year students must therefore be diminished by one-fourth, and the numbers may then be compared throughout the class.

It may deserve consideration also whether it is not advisable to fix a proportion of marks, say one-fifth, necessary to qualify for promotion from one class to another; giving the professors the power of granting certificates for promotion to those whom they believe competent, who are absent by sickness from the examination.

This scheme meets with the unanimous approval of the gentlemen whom I consulted; but it was suggested that the consequence of raising the standard of examination for the junior scholarships would be that

the pupils of the Zillah Schools would be unable to gain them; or gaining them, would be unable to retain them in the College. It is proposed to meet this difficulty, by taking a lower proportion than half for the Zillah Schools, and promoting the pupils from those schools, not to the College, but to the first class of the school department, where they should remain for one year, and then pass on regularly to the College, on the same footing as the other pupils of the first class of the Collegiate School.

In connexion with the proposed changes, which I think likely to diffuse a spirit of emulation through the whole institution, I propose to introduce a distinction between those pupils who go through the whole course of study adopted in the Colleges, and those who leave before the final examination.

To the latter I would continue to give a certificate, in the form now used, specifying the number of years they had studied at the College.

To the former I would give a special one, more highly ornamented, with the title of graduate of the Hindu (or Hooghly, Dacca or Kishnaghur) College.

These graduates should be divided into two classes; those who qualify to be on the Council's list, and those who do not.

I would issue similar certificates to all who have passed the College with credit since Lord Hardinge's Resolution, and make out a further list of honorary graduates, containing the names of such of the old pupils of the Colleges as appear to the Council to deserve this distinction.

I am satisfied that the adoption of this plan will completely cure the evil which was lately brought to my notice in the Hindu College Committee, that students often become careless during the last year of their intended stay, and avoid the final examination by leaving the College just before it.

I now proceed to specify the subjects which, in consultation with the gentlemen I have mentioned, I wish to suggest for the standard of 1849-50.

FIRST CLASS.

LITERATURE.

Prose.—Bacon's Essays.

Campbell's Rhetoric, Ist and IInd Books.

History.—Elphinstone's India, vol. I (except Chap. IV., Book I. and Chaps. IV., V., Book II.)

Arnold's Rome, vol. I.

Poetry.—Shakespeare's Coriolanus.

MATHEMATICS.

Differential and Integral Calculus.

Optics (as in Potter.)

Astronomy (as in Brinkley.)

SECOND CLASS.

LITERATURE.

(Same as First Class.)

MATHEMATICS.

Mechanics, as far as motion in one plane.

Analytical Geometry.

Newton's Principia (as in Goodwyn or Evans.)

Doctrine of Limits, and Elements of Differential Calculus.

THIRD CLASS.

LITERATURE.

(Same as First Class.)

MATHEMATICS.

Conic Sections (as in Goodwyn.)

Theory of Algebraical Equations.

Mechanics (as in Potter or Snowball.)

Elements of Hydrostatics (as much as is in the first six, and ninth Chapters of Webster, with the Theory of the Barometer.)

FOURTH CLASS.

LITERATURE.

Prose.—Addison's Essays, to the beginning of the criticisms on Paradise Lost.

History.—Hume's England, from the Battle of Hastings to the Accession of Richard II.

Poetry.—Shakespeare's King John.

Johnson's Vanity of Human Wishes.

MATHEMATICS.

Euclid, Algebra, Plane Trigonometry.

This scheme of study was settled at the same meeting, assisted by suggestions from the Dacca and Kishnaghur Colleges: the only change which I have since introduced is the substitution of Astronomy, for a more developed course of the Differential and Integral Calculus; which,

although I know this to be contrary to the opinion of some of the Professors, appears to me an improvement.

In addition to the reasons which have led to the introduction of Astronomy into an English course of Mathematical study, there is in Bengal a special reason for not neglecting it, in the fact that this is the part of science on which the indigenous schools most prided themselves; and they would naturally look with contempt on one, professing to have received a Mathematical education, who is wholly ignorant of the subject.

I propose further an alteration in the system of marks allowed for each kind of study. At present, Mathematics are neglected; because of the small number of marks that can be gained, even by the greatest proficiency in them. As we shall have established a regular course by the proposed changes, I think the best arrangement will be to let the whole number of marks be 500, of which

100 should be allotted to Pure Mathematics.

100 „ Mixed Mathematics.

70 „ Literature Proper.

70 „ History.

60 „ Mental and Moral Philosophy and Political Economy.

50 „ English Essay.

50 „ Bengali Essay.

500

The scheme therein detailed received the sanction of Government, and will be carried into effect, after the examinations of 1850, it having been promulgated at too late a period of the past year to be introduced in the session which has just ended.

In consequence of some misapprehension having existed on the subject of the functions of Local Committees, consequent on the transfer of all Government Educational Institutions in Bengal to the charge of the Council, and the

Duties and responsibilities of Local Committees of Public Instruction.

abolition of the office of Inspector of schools, a circular was issued embodying the various rules and orders promulgated at different times by the Government of Bengal.

This document is contained in the appendix. The Council are anxious to bring to the special notice of Government the great and valuable assistance afforded to it during the past year by all the Local Committees: they are satisfied that very much of the success of education in the Mofussil is due to the great interest taken in it by the Civil Officers of the Government.

The special thanks of the Council are due to the Committees at Dacca, Burdwan, Bancoorah, Midnapore, Cuttack, Chittagong, and Gya, for the more than ordinary pains and care taken by them in the superintendence of the schools under their several charges, and the manner in which they assisted in the conduct of the public examinations.

There was no change in the system of examination in the past year. The following notification was published on the subject in August last, indicating the date of the examinations in different subjects, and the names of the examiners :

Public Examinations of 1850.

DATES.		SUBJECTS.	
	1850.	<i>Senior Scholarships.</i>	<i>Junior Scholarships.</i>
Friday, September	27th,	- Literature Proper,	- Grammar.
Saturday, „	28th,	- Mental and Moral	
		Philosophy,-	- History.
Monday, „	30th,	- History, - - -	- Mathematics.
Tuesday, October	1st,	- Pure Mathematics,	- Geography.
Wednesday, „	2nd,	- Mixed Mathematics,	Vern. Translation.
Thursday, „	3rd,	- English Essay, - -	Oral Examination.
Friday, „	4th,	- Vern. or Latin Essay.	

The examinations will be held daily from 10 A. M. to 1½ P. M., and from 2 to 5½ P. M. precisely, at which hours all answers to the morning and afternoon papers, respectively, must be given in. Candidates are recommended to be in attendance a quarter of an hour earlier than the beginning of each examination, in order that no time may be lost in taking their places.

II. The subjects for the essays will be set, and the papers of questions will be prepared and the answers examined in strict accordance with the scholarship rules, by the gentlemen whose names are appended to each :

ENGLISH SCHOLARSHIPS.

Senior.

English Essay,	- - - - -	Geo. Lewis, Esq.
Rhetoric,	- - - - -	D. Foggo, Esq., B. A.
Literature Proper,	- - - - -	Geo. Lewis, Esq.
History,	- - - - -	A. S. Harrison, Esq., B. A.
Pure Mathematics,	- - - - -	} E. Lodge, Esq., B. A.
Mixed Mathematics,	- - - - -	
Vernacular Essay,	- - - - -	The Rev. K. M. Bannerjea.
Latin Essay,	- - - - -	A. S. Harrison, Esq., B. A.

Junior.

English Grammar,	- - - - -	R. Jones, Esq.
History,	- - - - -	J. Sutcliffe, Esq., B. A.
Geography,	- - - - -	J. Kerr, Esq., M. A.
Mathematics,	- - - - -	R. Thwaytes, Esq., B. A.
Translation,	- - - - -	Babu Ramchunder Mitter.

ARABIC SCHOLARSHIPS.

Calcutta Mudrissa, Senior and Junior,	.....	Capt. F. F. C. Hayes, M. A.
Hooghly Mudrissa, Senior and Junior,	Capt. F. F. C. Hayes, M. A.

SANSKRIT COLLEGE.

Senior and Junior,	- - - - -	Pundit Eshwar Chunder Shurma.
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Standard for 1851.

The undermentioned subjects were selected for the Senior and Junior English Scholarship Standard of 1851.

Senior Scholarships.

FIRST CLASS.

LITERATURE.

- Prose.**—Bacon’s Novum Organum, 1st Part.
- Poetry.**—Shakespeare’s Hamlet.
- History.**—Arnold’s Lectures on Modern History, except the 2nd and the Appendix to the Inaugural Lecture.

Mental Philosophy.—Stewart's Philosophy of the Human Mind.
Introduction and first five Chapters of Part II.

MATHEMATICS.

Differential and Integral Calculus.

Optics, (as in Potter.)

Astronomy, (as in Brinkley.)

SECOND CLASS.

LITERATURE.

(*Same as 1st Class.*)

MATHEMATICS.

Newton's Principia, (as in Goodwyn or Evans.)

Doctrine of Limits and Elements of Differential and Integral Calculus.

Analytical Geometry, and Spherical Trigonometry.

Hydrostatics, (as in Webster.)

THIRD CLASS.

LITERATURE.

(*Same as 1st Class.*)

MATHEMATICS.

Conic Sections, (as in Goodwyn.)

Theory of Algebraical Equations.

Mechanics, (as in Potter and Snowball.)

FOURTH CLASS.

LITERATURE.

Prose.—Johnson's Rasselas.

Poetry.—Richardson's Selections from Gray and Collins.

History.—Elphinstone's India, Vol. I. except Chapter IV., Book I. and Chapters IV., V., Book II.

Mental Philosophy.—Abercrombie's Intellectual Powers, as far as the end of the first Division of the fourth Section of Part III. ; " Of the use of Reason in the investigation of truth," (Calcutta Edition, page 161.)

MATHEMATICS.

Euclid. Algebra. Plane Trigonometry.

Junior Scholarships.

LITERATURE.

Prose.—Watts on the Improvement of the Mind, (Encyclopædia Bengalensis.)

Poetry.—Goldsmith's Traveller and Deserted Village.

Grammar.—Crombie's Etymology and Syntax, Part II.

History.—Stewart's History of Bengal.

Geography and Map Drawing.

MATHEMATICS.

Euclid, Books VI. and XI.

Algebra, to the end of Simple Equations.

Arithmetic and Elements of the Theory of Numbers.

BENGALI.

Eshwar Chunder Shurma's Betal Punchabinsatee, 2nd Edition.

Shama Churn Sircar's Grammar, Parts I. and II.

The junior scholarship standard has been fixed for the first time, and considerably raised, as the former scale of study was too low, a very much larger number of pupils in many Colleges and Schools attaining the number of marks necessary to gain scholarships than there were vacancies for.

During the past session the Council received the following donations. Three hundred and fifty rupees from **Donations.** the Maharajah of Burdwan, as a contribution to the local subscription at Bancoorah for repairing the old Free School house for the accommodation of the Government School. A prize for the Sanscrit College from the Rev. Mr. Long, and two prizes of books for the same Institution from Pundit Eshwar Chunder Shurma. The offer of a junior scholarship of eight rupees monthly from the Maharajah of Burdwan to be bestowed on the Government School at Burdwan. This has not been accepted at present, in consequence of certain other questions respecting that Institution being under the

consideration of the Council, which render it expedient to defer adopting any permanent measures regarding it.

A munificent present of three hundred rupees from the native

* “ At the last distribution of prizes and scholarships in the Dacca College, I offered on the part of the officers of the Abkaree department a prize of 100 rupees, under the name of the ‘Donnelly prize,’ to be awarded at the close of the present session to the first student in any of the subjects of the senior scholarship examinations which the Principal might determine upon. With a view to this object I now have the honor to send, through the Principal of the College, the sum of rupees (300) three hundred, being the amount of the subscriptions made to do honor to the memory of the lamented Mr. A. F. Donnelly, realized up to this date.

“ But, since there is still hope that an equal amount may be collected within the next Academical year, my brother officers have requested me to suggest, for the consideration and orders of the Council, that the value of the promised prize for the present year may be reduced to rupees 50, converted to a silver medal to be called the ‘Donnelly medal,’ with a view to the application of the balance to the purchase of a Government promissory note in case the expected contributions shall have been realized, before another year passes away. A permanent annual prize of the value of not less than rupees 25 may then, it is expected, be founded, to perpetuate the name of one who was so devoted a friend in the cause of Native education. Should these hopes be frustrated, the balance of rupees (250) two hundred and fifty may, after the expiry of the year in question, be subjected to annual deductions, not exceeding rupees 50, for the value of a silver medal, till the whole is expended.

“ I am further requested to suggest that the ‘Donnelly prize’ or medal may be awarded to the best *Native* student in History or Bengali (of the senior or junior scholarship examinations according as the value of the prize may be rupees 50 or 25) the award being withheld should the candidate fail to obtain 80 or at least 75 per cent. of the number of marks attached to the subject of examination.”

Abkaree Officers in the Dacca division. The terms on which this handsome donation was made are recorded in the letter from Baboo Isserchunder Mittre noted in the margin,* and, were considered so creditable to the parties concerned, as to have been brought to the special notice of the Government. The Honorable the Deputy Governor of Bengal directed the Council to inform Babu Isserchunder Mit-

tre and the Native officers of the Abkaree department that His Honor had perused with interest the account of the liberality and public spirit manifested by them on the occasion. The prize will be awarded in accordance with the wishes of the donors.

The Council was again indebted to the European and Native officers of

R. H. Mytton, Esq.,	Rs.	100	Dacca for very liberal donations as prizes to the College in that city. They are noted in the margin, and their special objects are stated in the report of the Dacca College.
H. Atherton, Esq.,	"	100	
N. P. Pogose, Esq.,	"	100	
Khajah Alim Oollah,	"	50	
Suddur Ala,	"	50	
H. Swetenham, Esq.,	"	50	
C. Tottenham, Esq.,	"	25	
R. Abercrombie, Esq.,	"	25	
J. P. Wise, Esq.,	"	25	
W. J. Allen, Esq.,	"	25	
Dr. Wise,	"	25	
Moonshee Nund Lall Dutt,	"	25	
Moonshee Denonath Ghose,	"	20	
J. Stephen, Esq.,	"	16	
J. Lucas, Esq.,	"	16	
Hurree Kissore Roy,	"	10	

ca College. Mr. Pogose, an ex-student of the institution, presented a gold medal of the value of one hundred rupees, to be awarded to the best mathematical student of the year.

Babu Duckhinarunjun Mookerjee, whose name is so favorably associated with the cause of Female education in Calcutta, presented a gold medal to the best scholar of the year in the Hindu College.

Mr. David Money's gold and silver medals for the best English and Bengali Essays, in the Hooghly College, were again placed at the disposal of the Council.

For all the prizes and donations above mentioned, the best thanks of the Council were returned. They exhibit an interest in the cause of education on the part of many influential and liberal individuals, which cannot fail to be beneficial.

In July last, Mr. James Cargill, Professor of Mathematics, and Head Master of the Dacca College, was appointed, by the Hon'ble the Lieutenant Governor of Agra, to the office of Principal of the Delhi College.

The Council communicated to Mr. Cargill their regret at parting with him, as he had proved an able and zealous

officer in their service. Mr. D. Foggo, of the Hindu College, was appointed to succeed him at the Dacca College.

The separate office of Assistant Professor of Literature in the Hindu College was abolished, as it was found that, by a new distribution of the time devoted to teaching by the existing instructional staff, the duties previously assigned to Mr. Foggo could be performed by Mr. Jones, without in any degree impairing the efficiency of, or diminishing the tuition given in, the College.

In May last, the Government directed the Council to report

**Fulfilment of Lord
Hardinge's Resolu-
tion.**

upon the extent to which the 4th and 5th paragraphs of Lord Hardinge's Education Resolution of the 10th October 1844, quoted in the margin for readier reference,* had

* "The returns when received will be printed, and circulated to the heads of all Government officers both in and out of Calcutta, with instructions to omit no opportunity of providing for, and advancing the candidates thus presented to their notice, and in filling up every situation of whatever grade, in their gift, to shew them an invariable preference over others not possessed of superior qualifications. The appointment of all such candidates to situations under the Government will be immediately communicated by the appointing officer to the Council of Education and will by them be brought to the notice of Government, and the public, in their annual reports. It will be the duty of controlling officers, with whom rests the confirmation of appointments made by their subordinates, to see that a sufficient explanation is afforded, in every case in which the selection may not have fallen upon an educated candidate whose name is borne on the printed returns."

"With a view still further to promote and encourage the diffusion of knowledge among the humbler classes of the people, the Governor General is also pleased to direct that, even in the selection of persons to fill the lowest offices under the Government, respect be had to the relative acquirements of the candidates, and that in every instance a man who can read and write be preferred to one who cannot."

been carried into effect, and what means were then taken for ensuring their observance; at the same time the Council were directed to furnish a list of all persons, who, after being reported as qualified, had been actually provided with Government employment, in accordance with the

spirit of the above orders. Information was also required as to whether any reports had been received from public officers in

the Mofussil or at the Presidency of the appointment of any

CIRCULAR No. 6 OF 1850.

To the Magistrates and Joint Magistrates of Bengal.

Garden Reach, 4th May, 1850.

SIR,—It has come to my knowledge that many of the young men, who have had the advantage of a good education at the Government*

* This includes persons educated at the Mudrissa. and other institutions would gladly enter into the Police, if encouragement was held out to them, now that the situation

of a Darogah has been made more respectable, and promotion is held out for good conduct.

2nd. The admission of this class into the Police would not only add to its efficiency, but also to the integrity of the body ; and I wish you would hold out encouragement to young men of this class to come forward as candidates for employment in the Police, giving them *cæteris paribus* the preference over others.

I have, &c.,

(Signed) W. DAMPIER,

Supt. of Police, Lower Provinces.

passed candidate to any office. A copy of a Circular Order issued by the Superintendent of Police having some relation to the subject was appended for the information of the Council ; it is contained in the margin.

The Council replied that no report of the kind referred to had been received, except from the late Mr. A. F. Donnelly, of the Civil Service, Abkaree Superintendent of Dacca. Several other public officers were known to have acted upon the resolution, but no returns relating to it had been submitted by them.

The Council's list, as published annually in the appendix to its report, was forwarded to Government. It exhibits what had become of each of them, and shews that the greater number have entered the education service. The Council have reason to believe the qualifications of several of these young men to be such as would fit them for more responsible and better paid situations than any they have it in their power to bestow.

The Council were unable to afford any further information on the subject, as the responsibility of carrying the resolution into effect does not rest with them.

**Applications
for the esta-
blishment of
Schools.**

During the past year the Council have received applications for the establishment of schools at Jonyè, Moheary, and Ooterparah.

Babu Ramnarain Mookerjee, a wealthy and influential inhabitant of Jonye, in July forwarded a memorial from the inhabitants of that and several neighbouring villages, to the following effect: viz., that the villages mentioned were about twelve miles from Calcutta and twenty from Hooghly, and that the want of an English school in the neighbourhood was much felt, as the inhabitants were not wealthy enough to send their children to the Central Colleges for education, that to supply the desideratum the inhabitants had, with aid from benevolent and kindly disposed persons, established a private school there in January, which was flourishing, and well conducted; but they feared that, unless it were taken under the fostering care of the Government, the zeal of its existing friends and supporters might cool, and the school cease to prosper. They wished, therefore, to place it under the control of the Council, promising the continued support of the native community to an extent which they believed would nearly cover the expenses of the Institution.

To this it was replied, that the Council viewed with much satisfaction every effort made by the natives of Bengal, to afford the blessings of education to their children, as they considered that the instruction of the masses must be the work of the people themselves; particularly as the existing state of the education funds would not admit of any expensive addition to the Government Schools now in existence. The petitioners, therefore, were told that their proposition could only be taken into consideration, on their raising a sufficient sum to build a school-house and purchase the ground on which it would stand, as well as guaranteeing an adequate sum to maintain it, without any pecuniary aid from the Council, as it was not in the power of that body to afford such assistance.

The application from Ooterparah was for a grant of thirty rupees monthly, to aid in the maintenance of a vernacular school there, for which a suitable house had been procured.

Much as the Council value the importance of a proper system of vernacular instruction, and of the establishment of schools for its encouragement, they were unable to comply with the request referred to, the funds at their disposal being inadequate to admit of any sum being alienated from the institutions at present under their control.

The Moheary petition was for the Council to take over and maintain an existing Institution, which had been established for four years, but was on the verge of dissolution, from the inability of the inhabitants to continue to maintain it out of their own resources.

The request could not be complied with for the reasons abovementioned.

During the visitation inspection of the Council in January last, the deputation was present at the inauguration of an English school at Furreedpore. In March, the school committee reported that there were seventy-five boys on the rolls, of whom sixty-three were Hindus, eleven Moohummudans, and one Christian; and that admissions were eagerly sought after, there being no restrictions on account of creed or caste. Each boy was required to pay a monthly schooling fee of one rupee. At that time the resources of the school amounted to 121 rupees monthly, partly derived from local subscriptions and in part from the schooling fees, leaving a monthly surplus of 24 rupees above the actual cost of conducting the Institution. From the donations collected, books to the amount of 200 rupees were purchased, and it was proposed to invest the balance of Company's rupees 1,284, in Government Securities.

English, Bengali and Persian are taught in the school. A cheerful and commodious bungalow has been erected for its accommodation, and the Council have every reason to hope that it will succeed. Its Institution has chiefly been due to the active and zealous exertions of Mr. Latour, the magistrate.

In consequence of the unsatisfactory state of the discipline of the Calcutta Mudrissa, and the necessity of placing the Institution upon a different footing, the following communication was addressed to the Government in March 1850:

**Re-organization
of the Calcutta
Mudrissa.**

“The death of Mouluee Hafiz Uhmud Kubeer, the late Assistant Secretary and Khuteeb of the Calcutta Mudrissa, and the resignation of Col. Riley, late Secretary to the same institution, afford, in the opinion of the Council of Education, a favorable opportunity for remodelling the instructive establishment of that College, and for placing it upon the footing required by the present advanced state of education in Bengal.

2. The plan of placing the institution exclusively under native management was originally tried by its founder, and failed entirely.

An European Secretary was then appointed, under the control of a section of the late General Committee of Public Instruction.

3. The functions exercised by that officer were more those of a visitor than of the head of a College, as he took no part in the duty of instruction, only occasionally visited the College, and conducted its correspondence with the governing body.

This plan which, with the exception of the abolition of the Sub-Committee, still exists, although far superior to that which it superseded, is, in many important respects, very defective.

4. The Secretary is almost entirely dependent upon his native assistant for his knowledge of the internal economy and condition of the institution, and consequently knows just as much as it is considered expedient to make him acquainted with.

5 The absence of an European officer deprives the College of the energy and activity that would be imparted to it, were all working more immediately under his personal observation.

6 The check afforded by the occasional presence of the controlling officer is not sufficient to prevent various irregularities destructive of discipline, as well as the submission of fictitious muster rolls of students present in their classes. For example, during the incumbency of Col. Riley, who was a much stricter officer than his predecessor Lieut. Colonel Ouseley, one of the Arabic professors and the English librarian practised in the city of Calcutta as hukeems, and were scarcely ever present in the Mudrissa. The fact was accidentally discovered after it had probably existed for years.

There can be no doubt, also, that the monthly returns of attendance and of the studies of the Arabic department are quite unworthy of trust.

The former constantly exhibit the presence of the whole class, with no allowance for sickness or any other cause, which in all other Colleges produces the average absence of at least one-sixth of the whole number borne on the rolls.

6. In addition to all this, there has not been the slightest advance since the time of Warren Hastings, either in the system of instruction pursued, or in the amount of study accomplished.

7. To remedy, in some degree, the abovementioned defects, and to infuse a greater degree of activity in both Moulavees and pupils, the Council are of opinion that instead of a Secretary, the Mudrissa should have placed at its head an European Principal, with duties and responsibilities similar to those of the Principals of the other Colleges under the Council, with the exception of teaching a class.

In addition to the duties of Principal of the Calcutta Mudrissa, the Council are of opinion that the officer who may be appointed should also be ex-officio visitor and director of the Hooghly Mudrissa, in the superintendence of which an Arabic scholar is much required.

For the above combined offices, the Council beg strongly to recommend the appointment of Dr. Sprenger, as he is, in their opinion, the fittest officer in the country for the proposed situation. Although some of the duties of the Assistant Secretary would be performed by the European principal, the Council do not deem it advisable to recommend, at present, the abolition of that office, as it is one which is very acceptable to the Moohummudans, and in the person of the late incumbent added much to the reputation of the Mudrissa.

To make him more generally useful, the Council are of opinion that the Assistant Secretary should be Professor of some department of Arabic Literature or Science, and to secure the services of a Moohummudan of reputation recommend that the salary of the office be increased from 200 to 225 rupees a month, the excess being obtained by the abolition of the office of Khuteeb, which was held by the late Hafiz Uhmud Kubeer, in addition to the Aminship.

The Council recommend that the offices of Khuteeb and Mouzzin, which are both vacant, be abolished as unnecessary: their continuance is inconsistent with the principle adopted by the Government in all other institutions, of having no connection with the religion of either pupils or Professors.

A similar course was pursued in the Sanscrit College, by the abolition of the Professorship of Vedantism, when it became vacant by the death of the incumbent.

The offices of Khuteeb and Mouzzin are not recognized in the Hooghly Mudrissa, although it is a Moohummudan endowment.

There are no such officers in the Delhi College or Lucknow Martinere, both of which are chiefly resorted to by Moohummudan students.

In place of the Mouzzin the Council recommend the entertainment of a Nazir on the same salary.

The changes noted above involve no additional expense to the education department, as will be seen by the following statement of the officers and salaries as they are now, and as they are proposed to be hereafter, viz.

<i>Present Establishment.</i>		<i>Proposed Establishment.</i>	
Secretary,	300	Principal,	300
Assistant Secretary,	200	Amin and Professor,	225
Khuteeb,	25	Nazir,	16
Mouzzin,	16		<hr/>
	<hr/>		541
	541		

The Council recommend at the same time the abolition of the title of Principal enjoyed by Mouluvee Moohummud Wujeeh, and the substitution of the designation of head Mouluvee, as in the Hooghly Mudrissa."

All the suggestions of the Council were acceded to, and Dr. Sprenger was appointed to the office of Principal of the Calcutta, and Visitor and Director of the Hooghly, Mudrissa. That officer, however, being absent on sick certificate in the Hills, Capt. F. F. C. Hayes, M. A., of the 62nd N. I., was appointed to officiate for him. As the Council did not deem it necessary or advisable to demit to the officiating incumbent the carrying out of radical changes, of which he would not remain to see the effects, and which might inconveniently fetter his permanent successor, it was determined that no change in the existing system should be made until Dr. Sprenger should join the College.

The English department of the Institution is still in a very unsatisfactory state, but the Council hesitate to adopt any new plan for its reformation, until Dr. Sprenger has had an opportunity of examining carefully and reporting upon its existing condition.

The result of all the measures referred to will be detailed in our next report.

Three numbers of the Rev. K. M Banerjea's *Encyclopædia Bengalensis* were completed during the past year, and of them two numbers, containing a translation of Watts on the Mind, have been adopted for the junior scholarship standard in Bengali of next year. A revised edition of Pundit Eshwar Chundra Shurma's elegant translation of the *Betal Punchabinsatee*, with the omission of all the objectionable passages, has also been introduced for the same purpose. The same gentleman has also prepared a translation of Chambers' *Biographical Course*, which is highly spoken of, and has been much used in our schools and colleges.

A new Bengali Grammar by Babu Shama Churn Sircar, prepared on the principle of Matthiæ's Greek Grammar, has likewise been introduced, and forms one of the text-books for next year's junior scholarship course.

In addition to the above, a map of Europe in the Bengali character, has been prepared by Babu Ram Chunder Mittre, the Bengali master of the senior school department of the Hindu College. It is well executed on the scale of the Irish School Society's maps, and has been lithographed at the Government Press.

The above measures exhibit the interest taken by the Council in the promotion of the study of Bengali, and the means adopted to provide efficient means of instruction in the language of the people of the province.

The more advanced pupils are with great difficulty induced to study their own tongue. So great is the preference shown for English, that it is the common medium of communication, oral and written, among educated natives, many of whom write and speak it with a degree of purity and elegance that exhibit a thorough mastery of its genius and structure.

The Council have observed with regret, that some of their best scholars are imperfectly acquainted with their mother tongue, and are unable to write it with correctness and facility. All available means have been taken to impress upon them the importance of an accurate knowledge of Bengali, and the absolute necessity of paying strict attention to its acquisition as an essential and valuable part of their course of study.

The Council, having for some time past experienced considerable difficulty in procuring examiners for the Sanscrit College, solicited the sanction of Government for being allowed to remunerate them in the manner adopted with the examiners of English scholarships.

**Payment of
Sanskrit Col-
lege Examiner.**

Permission was given to employ paid, instead of gratuitous agency, and Pundit Eshwar Chundra Shurma was appointed to the office of examiner for the current year, as he had frequently performed the same duty gratuitously, and always to the entire satisfaction of the Council.

**Committee of
Examination of
Candidates for
Employment in
the Education
Department.**

The examining Committee met four times during the past year. Twenty-seven candidates appeared before the Committee, of whom four obtained third class, and eight fourth class certificates, the remainder were not found qualified.

In consequence of representations from some of the Zillah Schools under the control of the Council, of the Native masters being unable to teach Bengali, the Council have determined for the future, to add a Bengali examiner to the Committee, and to institute enquiry into the vernacular acquirements of the Native masters already in the service.

The amount of acquaintance with Bengali required from the masters of Zillah Schools, is very small, and such as every Native, pretending to any sort of education, ought to possess. To employ pundits to teach the Bengali alphabet,

and the modicum of reading and writing required as far as the junior scholarship standard, would be a waste of the Education Funds, and tend to perpetuate the false system which has already obtained too long.

Some of the Native masters in the employ of the Council are believed to be excellent Bengali scholars, and they are not only most efficient teachers, but all their schools are in a most creditable state. Foremost among them may be mentioned Khettermohun Chatterjee, head master of the Hooghly Branch School, Peary Churn Sircar, head master of the Baraset School, and Bhoodeb Mookerjea, head master of the Howrah School.

It was for some time doubted whether Native masters possessed sufficient energy and firmness to be placed at the head of schools, even if their literary acquirements were sufficiently extended to permit of their teaching classes as far as the junior scholarship standard. The excellent manner in which all the duties of the Native head masters above-mentioned are performed, and the admirable state of the schools under their charge, is a sufficient proof of their fitness for the office, and of the full trust that may safely be reposed in them.

The Council have much pleasure in recording their general satisfaction with the earnest and zealous manner in which the various duties have been performed during the session under review, by the principals, professors, and masters of the different Institutions under their charge. Two instances only of misconduct occurred, which rendered it necessary to dispense with the services of two junior masters. So far as they have the means of judging, the Council believe the Government Colleges and Schools in Bengal to be generally in an excellent state, as respects internal economy, discipline, and the advancement of learning in them.

Conduct of Masters.

The senior and junior scholarship examinations of the past session, were conducted by the gentlemen whose names are mentioned in page 13 of this report.

Scholarship Examinations.

The results, on the whole, are deemed by the Council to be highly satisfactory and to reflect much credit on the officers of all the Colleges, and of some of the schools under their control.

The good effects of the general competition, which has now become fairly established between the Presidency and Mofussil Colleges, will be seen by an examination of the comparative table of results contained in the appendix. Although the Hindu College stands at the head of the list, the Mofussil institutions have every reason to be satisfied with the position which they occupy.

The number of free and junior scholarships gained this year is smaller than in the preceding session, a result anticipated by the Council.

The following extracts from the reports of the senior scholarship examiners are published for general information.

Mr. Lodge reported that—

“Very few promotions ought to take place in any of the Colleges, but by far the greater number of students should have another year at the Mathematical studies, which have occupied them during this last year.”

Mr. Harrison, the examiner in History, remarked that—

“On the whole I consider the result very good. The highest place in the senior papers I have given to Sreenath Doss, of the Hindu College, who exceeds Omesh Chunder Dutt, of Kishnaghur, by one mark, and in the junior to Protapnarayun Singh, of the Hindu College also, who outstrips all competitors.

“I must observe, however, that the subjects set for the senior classes appear to me much too difficult, and almost unfair, as embracing periods out of the pale of actual history, and only within that of criticism and conjecture. There would still appear to be much in the field of actual history (as the 2nd volumes of Elphinstone and Arnold) which might well occupy their attention, and with which they are but superficially acquainted.

“To establish this, I would refer to the numbers of marks gained by the boys, excepting one or two in each College. They are all low, and do not come down in regular gradation from the others.

“A reference to many of the papers will shew that most of the answers are an unmeaning string of epithets and phrases, jumbled together from that part of the history out of which the question is set; especially where any point of history is argued out rather than stated. In such cases to have given marks according to the connected proof of the point, would have reduced them to almost nothing; and I have been compelled to give them according to the amount of evidence brought forward in any shape whatever.

“The papers of the junior boys will confirm my idea, by presenting a much more regular gradation from the highest to the lowest.”

The examiner of the Vernacular Essay stated that—

“I have generally to express satisfaction with the exercises both as regards matter and style. I do not make this remark without consideration of times and circumstances and of the present state of the Bengali language. The language is but half formed. Opinions vary as tastes differ. Some think that the excellence of an essay is to be estimated by its *Punditya* or display of Sanscrit learning. This is the sentiment of our indigenous Pundits, who do not consider a paper worthy of their perusal unless it is for the most part above the level of the popular intellect. Others again seem to despise as fastidious the use even of such words and phrases in Sanscrit, as having for ages been mixed up with the vernacular, are appreciated by both learned and unlearned. This class of critics consider as venial offences even gross mistakes in grammar and orthography. In estimating the merits of the essays now returned, I have made large allowances for differences of opinion and taste; but I must declare, in justice to the students, that their style is generally neither pedantic nor vulgar.

“The following classes of defects I have not however considered as trifling:

1. “The use which, under a false notion of rhetoric or sentimentalism, persons of the Punditya School are inclined to make of such indecent Sanscritized words and phrases, as even a rake would be ashamed to translate in the ordinary vernacular language. I cannot help saying that the use of such expressions in an essay on *virtue* indicates very bad taste; but I must at the same time report, in justice to the vast majority of the essayists, that only two or three essays have betrayed such bad taste.

2. “ The use of such Hindustani-Bengali vulgarisms as জদিবি (for যদিও) পুছিলেম &c. and such gross mistakes in spelling as যৈক্য, মিরুতু. These are far worse than mistakes of long for short vowels, of ন for ণ or শ for স. The boy that spells যৈক্য may fairly be supposed to be ignorant of its derivation from এক and consequently of its true meaning. But I am very happy to record that instances of such misspelling are very rare; and that the Hindustani-Bengali vulgarisms, noticed above, are found only in essays to the writers of which Bengali is not vernacular.

“I need not trespass upon your time by special remarks on the exercises of particular colleges. How they stand in regard to each other will appear from the papers enclosed.

“I shall only repeat that the students have generally evinced fair progress in the art of Bengali composition.”

The following is an extract from Mr. Foggo's report on Rhetoric:

“I send the answers of Kallyprosunno Dutt, of the Hindu College, and of Omesh Chunder Dutt, of the Kishnaghur College, to be printed. They are both good and the marks are equal. I think it not unworthy of mention that the latter writes a most excellent hand, and that several of the scholarship papers from Hooghly and Kishnaghur are so beautifully written that facsimiles of them might be printed; Dacca is very deficient in this respect. The greater part of the answers sent in are very creditable. In the morning paper very few obtained less than half marks; but in the examples, even when attempted, they did not succeed so well.”

The other examiners transmitted only the tabular statements of the numerical results of their respective examinations.

The following is a list of the scholarships gained and retained in the different institutions, placed in the order of seniority of the Colleges.

The mathematical and literature questions of the first three classes were so much more difficult than those of the fourth, that each class has been kept distinct in the award; since no fair comparison could be instituted between them.

Detailed tabular statements of the results are contained in the appendix.

Hindu College.

SENIOR.

First Class.

Sreenath Doss, (third year,)	256.65	} Retain.
Kallyprosunno Dutt, (fourth year,)	207.47	

Second Class.

Mohendrolall Shome, (first year,)	244.75	} Retain.
Madusuden Chatterjee, (third year,)	176.20	
Jadub Chunder Ghose, (second year,)	141.20	

Third Class.

Jadunath Mookerjee,	152.65	} Gain.
Harendro Krishna Deb,	145.30	
Bejoy Chunder Bose,	125.35	
Sumbhoonath Ghose,	123.45	
Koylas Chunder Ghose, (first year junior,)	122.40	} Gains a senior scholarship.

Fourth Class.

Radhagobind Doss, (first year junior,)	180.45	} Gain senior scholarships.
Rajendronath Mittre, (second year junior,)	173.70	
Protapnarain Sing, (second year junior,)	160.05	
Bromo Mohun Mullick, (first year junior, free,)	157.45	
Tarrucknath Mullick, (second year junior,)	152.05	
Nobokissen Mookerjee, (second year junior,)	147.2	
Thacoor Churn Sen, (first year junior,)	134.7	} Retains.
Gopal Chunder Goopta,	134.6	
Preyanath Sett, (second year junior,)	121.5	} Retain.
Rajkissen Mittre, (first year junior,)	119.75	
Khettre Mohun Ghose,	118.9	} Gains a free scholarship.
Oomesh Chunder Ghose, (second year junior,)	111.5	
Saroda Prasad Banerjee,	106	} Gains a free scholarship.
Joykisto Chunder, (junior, free,)	105.75	
Bolye Chunder Goopta, (junior, free,)	102.1	} Gain stipendary scholarships.
Judoonath Mittre, (junior, free,)	100.8	
Soseebhusun Banerjee, (junior, free,)	77.9	} Gain pay scholarships.
Shamloll Mittre, (junior, free,)	11.8	

JUNIOR.

Denonath Mittre, (Ooterparah, first year, free,)	200.75	} Retain.
Peary Mohun Banerjee, (Ooterparah, first year, free,)	198.	
Shamachurn Chowdry,	186.75	} Gain.
Morallee Dhur Sen,	182.75	
Omesh Chunder Dutt,	178.	
Hurrokisser Dutt,	177.75	} Gain free scholarships.
Banuck Chunder Chatterjee,	174.5	

Doorgachurn Sen,	168·75	} Gain free scholarships.
Gopal Chunder Mittre,	167·5	
Gopal Lall Bysack,	165·25	
Hem Chunder Mozumdar,	164·25	
Doorgachurn Dey,	162·25	
Mohendronath Mittre,	162·	
Aushotosh Dhur,	159·	
Toolseedoss Dutt,	153·	
Anund Chunder Doss,	152·	
Goopeenath Mookerjee,	149·75	

Branch School.

Mohendrololl Sircar,	176·5	} Gain.
Dinoobundoo Mittre,	156·5	
Sreekissen Chatterjee,	154·75	

Howrah School.

JUNIOR.

Dinnonath Mookerjee,	154·25
Dwarkanath Chuckerbutty,	152·75

Cooterparah School.

JUNIOR.

Sreenath Acharjee,	175·5	Gains.
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Hooghly College.

SENIOR.

First Class.

Kali Prosunno Chatterjea, (fourth year,) ...	182·55	Retains.
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Second Class.

Pran Kisto Ghose, (third year,)	203·55	} Retain.
Issen Chunder Doss, (third year,)	199·25	
Womesh Chunder Bannerjea, (first year senior, free,)	155·35	} Gains a senior scholarship.
Womesh Chunder Ghose, (first year junior, free,)	121·40	

Third Class.

Kedernath Dutt, (first year,)	181·40	} Retain.
Dwarkanath Mitter, (first year,)	180·15	
Proonoo Chunder Shome, (first year,)	179·5	
Soorjee Coomer Dhur, (1st yr. Ranee Katianee,) ...	162·95	
Khetter Nath Addy, (third year junior,) ...	133·85	
Jodoo Nath Ghose, (first year junior, free. A candidate for insertion in the Council's list,) }	126·65	} Gains a junior scholarship.

Fourth Class.

Nobin Chunder Ghose,	144·	} Gains a free scholarship.
Juggo Mohun Roy, (second year junior, Cuttack,) ...	129·50	
Omerto Loll Ghose, (first year junior,)	126·85	} Retain.

Prosono Coomar Mozumdar,	127.80	{	Gains a free scholarship.
Shib Chunder Shome,	111.10		
Hurry Sunker Dutt,	103.6	{	Gain free scholarships.
Baney Madub Ghose,	100.85		
Gocool Kisto Sing,	100.	{	
Nundo Loll Doss, (second year junior,) ...	105.20		
Thacoor Doss Rokhit, (second year junior,) ...	113.10	{	
Bunko Beharry Bose, (third year junior,) ...	111.25		
Anund Chunder Mullick, (second year junior,) ...	109.15	{	
Koylass Chunder Chatterjea, (second year jr.,) ...	96.70		
Ughore Chunder Mitter, (second year junior,) ...	92.90	{	Retain.
Nil Chunder Bannerjea, (second year junior,) ...	91.50		
Rujo Dhur Roy, (first year junior,)	91.90	{	
Dino Nath Sircar, (second year junior, Cuttack,) ...	80.80		
JUNIOR.			
Koylass Chunder Mittre,	187.75	{	Gains a zemindaree scholarship.
Bany Madhub Boral, ... Branch School ...	154.		

Dacca College.

SENIOR.

First Class.

Ram Sunker Sein, (third year senior,)	208.	{	Retain.
Bhugwan Chunder Bose, (first year senior,) ...	205.25		
Gour Narain Roy, (first year senior,)	194.75		
Oma Churn Banerjea, (first year senior,)	177.95		

No Second Class.

Third Class.

Koylas Chunder Ghose, (first year senior,) ...	186.3	{	Retain.
Oma Churn Doss, (first year senior,)	179.65		
Gooroo Churn Doss, (third year junior, Com-millah,)	132.65	{	Gain senior scholarships.
Ram Komul Saha, (third year junior, Bauleah,) ...	131.45		
Ram Chunder Ghose, (second year junior,) ...	128.5	{	Retain junior scholarships.
Rakhal Chunder Doss, (second year junior,) ...	122.70		
Kallee Churn Chatterjee, (second year junior,) ...	102.05		

Fourth Class.

Ano Churn Kastogree, (second year junior, Chittagong,)	128.1	{	Retain.
Sreenath Banerjee, (second year junior,)	124.7		
Anund Chunder Sein, (second year junior, Chittagong,)	123.85		
Sadho Churn Seel, (second year junior,)	113.55		
Nil Komul Roy, (first year junior,)	113		
Hurro Coomar Bose, (first year junior,)	109.9		
Issen Chunder Seal, 2nd, (first year junior, Chittagong,)	101		

Issen Chunder Seal, 1st, (first year junior,) ...	98.25	} Retain.
Kisto Coomar Sein, (second year junior,) ...	96.6	
Joy Chunder Nag, (second year junior, Com-millah,)... ..	96.5	
Carapiet J. Stephen, (first year junior,)... ..	95.25	
Bharut Chunder Bose, (junior free scholar,) ...	92.4	} Gains a stipendiary scholarship.
Kooroona Coomar Sein, (junior free scholar,)...	90.9	
Juggobundoo Bose, (first year junior,)	88	} Retains his free scholarship.
W. Harvey, (first year junior, free,)	78.4	
Fatuk Chunder Roy, (junior free scholar,) ...	73.2	

JUNIOR.

Thomas Kallonas,	194	} Gain free scholarships.
Soorjee Coomar Surbadhicarry,	173.5	
Isser Chunder Bose,	164	
Nundololl Sein,	156.5	
Radha Churn Dey,	153.75	
Woma Canth Ghose,	151	
Bhugwan Chunder Sein,	151	

Sylhet School.

Ram Mohun Dutt,	175.5	} Gain.
Gooroo Churn Doss,	174	
Mudden Gobind Doss,	166	

Kishnaghur College.

SENIOR.

First Class.

Omesh Chunder Dutt, (senior third year,) ...	230.55	} Retain.
Rashbeharree Bose, (senior third year,)	170.1	

Second Class.

Neelmony Gangooly, (senior second year,) ...	187.85	} Retain.
Sreenath Sen, (senior second year,)	162.20	

Third Class.

Brijonath Mookerjee,	172.5	Gains.
Sasheebushun Bhadooree, (senior first year,) ...	180.85	Retains.
Ram Collyan Chowdry, (junior second year,) ...	143.45	} Gain senior scholarships.
Ambica Churn Roy, (junior second year,) ...	125.15	
Prankissen Chuckerbutty, (junior second year,) ...	106.80	} Retain.
Womesh Chunder Roy, (junior second year,) ...	101.35	
Kedarnath Banerjee, (junior third year,) ...	100.7	

Fourth Class.

Tarinee Churn Chatterjee, (junior first year,) ...	132.65	} Retain.
Dwarkanath Bhattachargee, (junior first year,) ...	129.15	
Mohesh Chunder Chatterjee, (junior first year,) ...	112.75	
Prosunno Chunder Roy, (junior first year,) ...	108.30	
Juggessur Mookerjee, (junior first year,)	103.20	
Luckinarain Lahoorry, (junior first year,) ...	68.10	

Mohina Mohun Roy,	184.25	} Gain.
Kally Churn Ghose,	178.75	
Poorno Chunder Roy,	159.25	
Dinnonath Biswas,	153.75	} Gain free scho-
Rajnarain Bhattachargee,	152.	
		larships.

Bancoorah School.

Mohesh Chunder Chowdry,	178.25	} Gain.
Harran Chunder Mittre,	156.	

Baraset School.

Koylas Chunder Mittre,	178.25	} Gain.
Luckun Chunder Paul,	161.25	
Mooktaram Ghose,	154.	
Prosunno Chunder Roy,	153.25	

The Council's List, as required by the Governor General's Resolution of the 10th October 1844.

The following are the names of the candidates for insertion in the Council's List.

First Class.

Kallyprosono Dutt, Hindu College,	207.
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Second Class.

Ram Sunker Sen, Dacca College,	208.
Omachurn Banerjee, Dacca College,	177.95
Horrender Kissen Deb, Hindu College,	145.75
Krishno Chunder Dutt, Dacca College,	137.35
Juddonath Ghose, Hooghly College,	126.65

During the past session, considerable reductions were made

State of the Education Funds. in the Education Department, to bring its expenditure within the limits of its assigned income, the former having been found considerably to exceed the latter, as exhibited in the tabular statement published at page cccxcvi. Appendix N., No. v. of last year's Report.

The principal retrenchments were effected by the abolition of the office of inspector of schools, and by the closing of the normal and model schools, as well as of such vernacular schools as were found to be in an inefficient state, or were deemed unlikely to be productive of any good in the districts in which they were situated.

Further reductions are still necessary to accomplish the object mentioned above; these are at present under consideration.

At the distribution of prizes to the Dacca and Kishnaghur Colleges last year, the Hon'ble President announced his intention to present at the end of the session under review, a gold medal for the best Bengali Essay of the year, stating at the same time his intention to limit the competition to those only who shall have gained a specific number of marks in other subjects, in order that the medal might not be carried off by any one who had devoted himself to Bengali alone.

The highest number of marks gained was 35, and three students attained this standard, Sreenath Doss, of the Hindu College, Omachurn Doss, of the Dacca College, and Gournarain Roy, of the Dacca College. It has heretofore been the practice of the Council to withhold such high honours from any answers which were valued at less than four-fifths of the whole number of marks assigned to the subject. Nilcomul Bhadoory, to whom Sir Herbert Maddock's medal was awarded last year, gained 42 marks.

The medal for the present year has been withheld, as it is not the intention of the Council to lower the standard referred to.

The special reports of Colleges and Schools follow in their usual order, and contain a detail of all that it has been deemed necessary to place on record regarding each.

The appendix contains the scholarship questions and answers of the session, the Medical College examination reports, the circular orders issued by the Council during the year, the general tabular results of the scholarship examinations, and the Council lists, with the usual financial and other statements.

SPECIAL REPORTS
OF
COLLEGES AND SCHOOLS.

Hindu College.

SESSION 1849-50.

THIRTY-FIFTH YEAR.

Managing Committee.

THE HON'BLE J. E. D. BETHUNE,	President.
MAHARAJA MAHTAB CHAND BAHADUR,	} Member and Hereditary Governor.
BABU PROSUNNOCOOMAR TAGORE,	
C. BEADON, ESQ.,	Member.
F. J. MOUAT, ESQ.,	Member.
BABU RADHAMADUB BANERJEA,	Member.
„ RUSSOMOY DUTT,	Member and Secretary.
„ SRIKISSEN SING,	Member.
„ DEBENDRANATH TAGORE,	Member.
„ ASHOOTOSS DEY,	Member.

Hindu College Establishment as on the 30th September 1850.

COLLEGE DEPARTMENT.

Names.	Description.	Amount of Salary.	Date of Appointment.
Mr. E. Lodge,	Principal,	600 0 0	29th Oct. 1849.
Mr. V. L. Rees,	Professor of Mathematics,	300 0 0	6th Nov. 1835.
Mr. J. Rowe,	Professor of Surveying,	106 10 6	27th Sept. 1833.
Mr. J. Sutcliffe,..... }	Professor of Natural }	400 0 0	5th June 1847.
Professor of Literature,	Philosophy, }		
	Vacant,	300 0 0	
	Total, Co.'s Rs.,.....	1706 10 6	

Senior Department.

Mr. R. Jones,	Head Master,	500	13th May 1846.
Mr. C. T. Vaughan, ...	Teacher of Literature,...	200	21st July 1848.
Mr. W. Vining,	Teacher of Mathematics,	200	21st July 1848.
Babu Ram Chunder }	Teacher of Translation,	200	21st July 1848.
Mitter,..... }			
Pitumber Surmono,.....	Pundit,	35	9th March 1827.
Gouri Churn Surmono,	Pundit,	20	8th Nov. 1844.
	Total, Co.'s Rs.,.....	1155	

Junior Department.

Names.	Description.	Amount of Salary.	Date of Appointment.
Mr. T. H. Sturgeon, ...	<i>Second Master,</i>	175	22d Mar. 1844.
Babu Isher Chunder Saha,	<i>Third Master,</i>	125	22d Mar. 1844.
Babu Banymadhub Banerjee,.....	<i>Fourth Master,</i>	95	6th April 1846.
Babu Hurro Chunder Dutt,	<i>Fifth Master,</i>	95	22d Mar. 1844.
Babu Gopeekissen Mitter,	<i>Sixth Master,</i>	80	22d Mar. 1844.
Babu Joygopal Seat, ...	<i>Seventh Master,</i>	70	1st Dec. 1847.
Babu Sreenoth Bose, ...	<i>Eighth Master,</i>	70	1st Dec. 1847.
Babu Bonomolly Mitter,	<i>Ninth Master,</i>	60	1st Dec. 1847.
Babu Gopalchunder Dutt,	<i>Tenth Master,</i>	60	26th Jan. 1847.
Babu Gopalchunder Banerjee,.....	<i>Eleventh Master,</i>	50	9th Jan. 1846.
Babu Samachunder Dutt,	<i>Twelfth Master,</i>	50	20th Nov. 1848.
Collydoss Surmono,.....	<i>First Pundit,</i>	20	9th Sept. 1844.
Collycoomar Surmono,	<i>Second Pundit,</i>	20	25th Jan. 1846.
Luckhinarain Surmono,	<i>Third Pundit,</i>	20	1st Aug. 1842.
Bacharam Goopto,	<i>Fourth Pundit,</i>	20	1st Aug. 1842.
Total, Co.'s Rs.,.....		1010	

Office Establishment.

Huromohun Chatterjee,	{ <i>Assistant Secretary</i> }	125	24th Oct. 1834.
Coonjobehary Chatterjee,	{ <i>and Cashier, ...</i> }		
Huran Chunder Mookerjee,	<i>Sub-Assistant Surgeon,</i>	50	12th Sep. 1846.
Goorookisto Goopto, ...	{ <i>Writer,</i> }	20	1st Aug. 1841.
Collydoss Mozumdar, ...	<i>Writer,</i>	16	1st Jan. 1836.
Collydoss Mozumdar, ...	<i>Librarian,</i>	25	July 1850.
Sittaram Mookerjee, ...	<i>Writer of the Principal,</i>	10	
Ramrutton Bose,	<i>Sirkar,</i>	16	17th Jan. 1847.
Ram Sing,	<i>Sirkar,</i>	8	
Two Peons, at 5 each,	... ..	7	
	... ..	10	
Total, Co.'s Rs.,.....		287	

Servants.

Four Duftories, 1-8, 1-7, } 1-6 and 1-5 each, ... }	... ..	26	
Five Bearers, 1-6, 4-5 } and 1-4 each, .....	... ..	30	
Two Goalahs, at 5 each,	... ..	10	
One Water Carrier,.....	... ..	6	
Two Peons, 7 and 5, ...	... ..	12	
Carried over,		84	

Names.	Description.	Amount of Salary.	Date of Appointment.
	Brought forward,.....	84	
Two Durwans, at 7 each,	... ..	14	
One Bhistee, ... ..	... ..	5	
One Chaindrawer, .....	... ..	5	
One Sweeper, .....	... ..	5	
Three Mathers, at 5 each,	... ..	15	
One Compounder,.....	... ..	10	
One Sikulgur, .....	... ..	6	
	Total, Co.'s Rs.,.....	145	
Principal's House Rent,	... ..	140	
	Grand Total, Co.'s Rs ,	4443	

*Hindu College Pautshala Establishment as on the 30th
September 1850.*

Names.	Description.	Amount of Salary.	Date of Appointment.
Khitermohun Dutt,	<i>Superintendent,</i>	40	1st July 1840.
Huro Chunder Surmono,	<i>First Teacher,</i>	20	8th Nov. 1844.
Nemy Churn Dey,	<i>Second Teacher,</i>	16	8th Nov. 1844.
Bissonoth Goopto,	<i>Third Teacher,</i>	15	8th Nov. 1844.
Treepoorary Goopto, ...	<i>Fourth Teacher,</i>	10	23rd Dec. 1849.
Huronoth Surmono,.....	<i>Fifth Teacher,</i>	10	14th Nov. 1848.
Radhanoth Surmono, ...	<i>Sixth Teacher,</i>	8	14th Nov. 1848.
Dinnonoth Surmono, ...	<i>Seventh Teacher,</i>	8	14th Nov. 1848.
	Total, Co.'s Rs.,.....	127	

Servants.

One Duftory, .....	... ..	5	
One Durwan, .....	... ..	5	
One Bharry,.....	... ..	4	
One Goalah, .....	... ..	5	
One Servant,.....	... ..	4	
One Bearer, .....	... ..	5	
One Sweeper, .....	... ..	4	
One Mather,.....	... ..	3	
	Total, Co.'s Rs.,.....	35	
	Grand Total, Co.'s Rs.,	162	

*Hindu College Branch School Establishment as on the 30th
September 1850.*

Names.	Description.	Amount of Salary.	Date of Appointment.
Mr. W. J. Twentyman,	<i>Head Master,</i>	150	1st Jan. 1848.
Babu Greesh Chunder } Dey, }	<i>Second Master, </i>	60	1st Jan. 1848.
Babu Sarodapersad } Biswas, }	<i>Third Master,</i>	60	1st Jan. 1848.
Babu Nilmony Chuc- } kerbutty, }	<i>Fourth Master, </i>	45	3rd Jan. 1848.
Babu Nund Loll Dutt,...	<i>Fifth Master,</i>	45	3rd Jan. 1848.
Babu Brojo Loll Mitter,	<i>Sixth Master,</i>	35	14th Nov. 1848.
Babu Radhikapersad } Goopto, }	<i>Seventh Master,</i>	35	14th Nov. 1848.
Babu Judonoth Saha,...	<i>Eighth Master,... ..</i>	20	14th Nov. 1848.
Babu Chundermohun } Tagore, }	<i>Ninth Master,</i>	20	3rd Nov. 1848.
Babu Mohesh Chunder } Chatterjee, }	<i>Tenth Master,</i>	20	3rd Nov. 1848.
Babu Chundy Churn } Dey, }	<i>Eleventh Master,... ..</i>	20	14th Nov. 1848.
Babu Sreenoth Ghose,...	<i>Twelfth Master, </i>	20	14th Nov. 1848.
Babu Gopal Chunder } Ghose, }	<i>Thirteenth Master, ... </i>	20	15th June 1848.
Babu Ram Chunder } Paulit, }	<i>Fourteenth Master,</i>	20	14th Nov. 1848.
Babu Bunkobehary } Newgy, }	<i>Fifteenth Master,... ..</i>	20	27th April 1850.
Nobokanth Surmono, ...	<i>Pundit,</i>	15	1st Jan. 1848.
Prosunno Chunder } Goopto, }	<i>Pundit,</i>	15	1st Jan. 1848.
Radhanoth Banerjea, ...	<i>Pundit,</i>	15	May 1849.
Allowance to the As- } sistant Secretary, }	<i>... ..</i>	25	
Hindu College, }			
Total, Co.'s Rs.,.....		660	

Servants.

Nilcomul Surmono,	<i>Sirkar,</i>	8 0 0	
One Servant, .....	... ..	6 0 0	
One Bharry, .....	... ..	5 0 0	
One Duftory, .....	... ..	5 0 0	
One Durwan, .....	... ..	5 0 0	
One Furrash, .....	... ..	4 0 0	
One Mather, .....	... ..	3 3 0	
Education of 30 Pupils } at the Hindu College, }	... ..	160 0 0	
Total, Co.'s Rs.,.....		196 3 0	
Grand Total, Co.'s Rs.,		856 3 0	

HINDU COLLEGE AND PAUTSHALA.

Local Receipts and Disbursements from 1st October 1849 to 30th September 1850.

RESOURCES OF ANNUAL INCOME.																																					
				Separate Fund.	Assignment from Parliamentary Grant.			Assignment from Additional Grant.				Total.			Hindu College.				Pautshala.			Total.															
<i>Hindu College.</i>									<i>Hindu College.</i>								Under dates 16th Dec. 1840 and 20th Oct. 1841, 12th May and 5th Oct. 1842,																				
Interest of Funds,	1098	10	0						General purpos-	}	5346	0	0					}	Additional Rent for Principal's House,	240	0	0															
Raja of Burdwan's Scholarships, ...	}	576	0	0				Additional Scho-	624		0	0											}	Book Allowance, Book Allowance transferred from Pautshala,	2400	0	0										
Ryan Scholarship,		192	0	0				larship,	2400		0	0																}	Additional Scholarship,..	192	0	0					
Bird Scholarship,		240	0	0				Book Allowance, Additional Rent for the Princi-	240		0	0																						}	Ryan Scholarship, Bird Scholarship,	240	0
Schooling fees, ...	28145	5	6					Pautshala Book Allowance, transferred,	120	0	0																										
Re-admission fees,	117	0	0											8730	0	0																					
<i>Pautshala.</i>									<i>Pautshala.</i>																												
Schooling fees, &c.,	.....	.....	.....	1251	1	9	25574	6	0	}	.....	.....	.....	1395	15	5															
				30368	15	6																															
				31620	1	8	25574	6	0					10125	15	5	67320	6	8					63750	0	0	3535	4	9	67285	4	9					
Actual Expenditure,...													63883	9	9					61822	1	7	2061	8	2	63883	9	9									
Difference, Company's Rupees, ...													3436	12	11					1927	14	5	1473	12	7	3401	11	0									

HINDU COLLEGE BRANCH SCHOOL.

Local Receipts and Disbursements from 1st October 1849 to 30th September 1850.

			Separate Fund.	Assignment from Parliamentary Grant.	Assignment from Additional Grant.			Total.			Expenses as fixed by Government.					
Schooling fees,	9459	1 9					4 Scholarships at 8,	384	0 0			Letter from Under Secretary Government of Bengal No. 817, dated 15th August 1847,				
Re-admission fees,.....	87	0 0					Prizes,	60	0 0				Contingent Charges,	856	3 0	
			9546	1 9	6270	0 0	Book Allowance,..	600	0 0					Punkha Pullers, ..	32	0 0
							Punkha Pullers,..	96	0 0					Book Allowance, ..	8	0 0
										1140	0 0		Prizes,.....	50	0 0	
													Scholarships,.....	5	0 0	
													Total,..	32	0 0	
														983	3 0	
			9546	1 9	6270	0 0				1140	0 0	16956	1 9	Per Annum Co.'s Rs.	11798	4 0
Actual Expenditure,										11417	5 8			11417	5 8	
Difference, Company's Rupees,										5538	12 1			380	14 4	

HINDU COLLEGE AND PAUTSHALA.

Actual Disbursements from 1st October 1849 to 30th September 1850.

Nature of Charges.	Items.	Total.
<i>Hindu College.</i>		
Principal,	6987 14 8	
House rent for ditto,	1680 0 0	
	<hr/>	
	8667 14 8	
Supernumerary Master,	600 15 6	
Teachers and Professors,	3623 0 9	
Vernacular Pundits,	1619 10 11	
Establishment,	5147 15 0	
Scholarships,	5795 9 1	
Prizes,	230 0 0	
Contingent Charges,	2230 5 1	
Books supplied by the Book Agent,	1598 1 7	
Less remitted on account of		
Proceeds of Books sold, ...		
	<hr/>	
	1506 10 7	
<i>Pautshala.</i>		
Superintendent and Teacher,	1515 14 5	
Servants,	420 0 0	
Contingent Charges,	107 9 9	
Prizes,	20 0 0	
	<hr/>	
		2061 8 2
Total, Co.'s Rs.,		<hr/>
		61822 1 7
		<hr/>
		63883 9 9

HINDU COLLEGE BRANCH SCHOOL

Actual Disbursements from 1st October 1849 to 30th September 1850.

Nature of Charges.	Charges of Items.	Total.
Instructive Establishment,	7525 9 1	
Allowance to the Asst. Secy. Hindu College,	300 0 0	
Servants,	434 4 0	
Education of 30 Pupils at the Hindu College,	1920 0 0	
Scholarships,	267 3 1	
Prizes,	60 0 0	
Books supplied by the Government Book Agent,	598 9 5	
Less remitted proceeds of Books sold,		
	<hr/>	
	526 13 5	
Contingent Charges,	337 11 3	
Punkha Pullers,	45 12 10	
	<hr/>	
		11417 5 8
Total, Co.'s Rs.,		<hr/>
		11417 5 8

During the past session Raja Radhakanth Bahadoor retired from the Committee of Management, and the Committee unanimously passed the following resolution to place on record their sense of his valuable services in the cause of education in India.

“Resolved, that this Meeting cannot allow Raja Radhakanth Deb to retire from an active share in the management of the Hindu College, without placing on record their sense of the services which the Raja has rendered to the cause of education in India, during the long period of 34 years, which have elapsed since his first connection with the establishment of the Vidyalaya in Calcutta, and they desire to express their hope, that he may be long spared in good health and vigorous old age, to witness the good effects of the spread of that enlightened spirit of intelligence which he has been so instrumental in encouraging.”

2. The following changes have taken place in the instructive establishment. The services of Mr. D. Foggo, assistant Professor of literature in the College department, having been transferred by the Council of Education to the Dacca College, it was not considered necessary to fill up his place. Mr. Jones, the head master of the school department, was appointed Professor of literature, retaining, in addition, the superintending duties of the head master of the school; and his own tutorial duties in the senior school department have been divided between the masters attached to it. Babu Bissonoth Sing, late a teacher in the Normal School, who for some months past was attached to this institution as a supernumerary teacher, has been transferred by the Council of Education to the Hooghly College.

3. On the 30th September, the number of pupils on the roll, amounted to 488, viz.:

In the College department,	...	...	...	...	...	...	...	...	34
Senior school department,	...	...	...	...	...	...	...	...	94
Junior department,	...	...	...	...	...	...	...	...	360
Total,	...	...	...	...	...	...	...	...	488

They are all Hindus and classified as follows:

Scholarshipholders,	...	...	...	...	...	...	...	16
Branch school junior scholarship- holders,	...	...	...	...	...	...	These <i>do not</i> pay any schooling fees,	3
Howrah school junior scholarshipholders,	...	...	...	...	...	...	...	4
Ooterparah school junior scholarshipholders,	...	...	...	...	...	...	...	4
								27
Free scholars, Hindu College,	...	...	...	...	...	...	...	11
Howrah school,	...	...	...	...	...	...	...	1
Ooterparah school,	...	...	...	...	...	...	...	1
								13
Free pupils,	...	...	...	...	...	...	...	24
Carried forward,	...	...	...	...	...	...	...	64

Brought forward,	64
Pupils promoted from the Branch school, (whose schooling fees are paid for out of the separate fund of that school,)	13
Donation pupils (schooling fees paid by Government,) ...	21
Pay pupils,	390
	<hr/> 424
Total,	<hr/> 488

4. As compared with the preceding year, there has been a diminution in the number of pupils, which is chiefly owing to the number of scholarshipholders and free scholars having withdrawn themselves immediately before the close of the session.

Additional Rule. 5. The following additional scholarship rule has been promulgated by the Council of Education.

“That when a junior or senior scholarship lapses, the vacancy for the current session is to be filled up by the free scholar whose name stands first in the list of free scholars of the class to which the vacant scholarship belongs.”

6. The annual general examination of the junior school was conducted by Professor J. Sutcliffe and Mr. R. Jones, head master, and their report is annexed:

“FIRST CLASS.

“Thirty-three boys, two absent, Mr. T. H. Sturgeon, Master.

“Arithmetic, Decimals.

“Literature, English Reader No. 5, Gay’s Fables, Lennie’s Grammar, Pinnock’s Catechism of Greece, Stewart’s Geography, Europe and Asia.

“This class failed to a certain extent in Arithmetic and in Geography, but in other subjects the boys passed on the whole a tolerably good examination. A few students at the bottom of the class however failed in every respect.

“SECOND CLASS, 3 SECTIONS.

“Section A.—Thirty-seven boys, three absent, Babu Isher Chunder Saha, Master.

“Section B.—Thirty-two boys, 1 absent, Gopy Kissen Mitter, Master.

“Section C.—Thirty-four boys, three absent, Joygopal Sett, Master.

“Arithmetic, Fractions.

“Literature, Azimghur Reader, Gay’s Fables, Lennie’s Grammar, Pinnock’s Catechism of Greece, Stewart’s Geography, Asia.

“This class passed a very good examination.

“THIRD CLASS, 3 SECTIONS.

“Section A.—Thirty-seven boys, one absent, Babu Baney Madub Banerjee, Master.

“Section B.—Thirty-nine boys, three absent, Babu Sreenath Bose, Master.

“Section C.—Forty boys, two absent, Babu Bonomalli Mitter, Master.

“Arithmetic, Compound Division, Reduction and Rule of Three.

“ Literature, English Reader No. 2, Elements of Grammar and Elements of Geography.

“ This class likewise passed a very creditable examination.

“ **FOURTH CLASS, 4 SECTIONS.**

“ *Section A.*—Thirty boys, Babu Hurro Chunder Dutt, Master.

“ *Section B.*—Twenty-nine boys, one absent, Babu Gopal Chunder Dutt, Master.

“ *Section C.*—Twenty-five boys, two absent, Babu Gopal Chunder Banerjee, Master.

“ *Section D.*—Twenty-six boys, three absent, Babu Shama Churn Dutt, Master.

“ Arithmetic, Subtraction, Multiplication, Division and Compound Addition.

“ Literature, Easy Primer, Spelling Book, Reader No. 1.

“ This class also passed a good examination.”

7. The vernacular examinations of the junior school was conducted by Petamber Shurma, head pundit of the institution, and his report follows :

“ Unfortunately for the Bengali language no proper system is ever adopted for the instructions of pupils. The books selected are ill arranged. Monorunjun Itihas is read in two classes. The same part of the Hitopodesh is taught in two other classes, the effect of which is, that it is never read through in any of the classes. The studies of the boys are not changed with their promotions, a defect for which the Pundits do not consider themselves responsible and the superintendent not being a Bengali scholar himself, imagines that sound and efficient instruction is imparted to the pupils.

Some of the classes however appear to have been well taught.

1st Class.—Consisting of thirty-six boys, ten are good, few bad and the rest middling, Sreenath Tagore, Pernuggender Mohun Set and Hury Doss Pine are deserving of prizes.

2nd Class, Section A.—Most of the boys of this class are well taught, Annundokrishna Deb, Omakanth Opadhya and Mohindernath Bose are deserving of prizes.

2nd Class, Section B.—Number of boys thirty-two, few are good and several middling, Muddonmohun and Hury Churn Gangoly are deserving of prizes.

2nd Class, Section C.—Number of boys thirty-four, ten boys are good and the following are deserving of prizes :

Bissessor Bose, Suttayaranjun Ghosal, Sreenarain Dutt.

3rd Class, Section A.—Number of boys thrity-four, sixteen boys are good and almost all the rest are middling. Prize boys are Anundo Coomar Surbadhicary, Mohinder Loll Sen and Degendernath Tagore.

3rd Class, Section B.—Number of boys thirty-five, fourteen boys are good. Prize boys are Racollkoss Bose and Protab Chunder Chatterjee, &c.

3rd Class, Section C.—Number of boys thirty-six, fourteen boys are good. Prize boys Colly Persunno Sen and Omullo Churn Mullick.

4th Class, Section A.—Number of boys thirty, sixteen boys are good. Prize boys Opoorbo Kisto Mitter and Gobind Chunder Addy.

4th Class, Section B.—Number of boys twenty-nine, seventeen boys are good and the rest bad. Prize boys are Banymadhub Sen and Bykuntonath Paul.

4th Class, Section C.—Number of boys twenty-five, almost all of these boys are good, and prize boys are Mohindernarain Doss, Sam Loll Holdar and Bijoy Kissen Deb,

4th Class, Section D.—Number of boys twenty-six, twenty boys are good and the rest are bad. Prize boys are Preonath Bose, Lolitmohun Sen and Moniloll Saha.”

8. In accordance with the recommendation of the examiners, prizes in books as usual have been awarded to the meritorious students of the junior school as per list annexed :

<i>1st Class,</i>	Arithmetic,	Kishub Chunder Sen.
	Literature,	Isser Chunder Sen.
	Vernacular,	Hurro Nath Thakoor.
<i>2nd Class, Section A.,</i> ...	Arithmetic,	Radica Narain Ghose.
	Literature,	Gopal Chunder Dutt.
	Vernacular,	Anundo Kissen Deb.
<i>2nd Class, Section B.,</i> ...	Arithmetic,	Baney Madub Mitter.
	Literature,	Juddoonath Tagore.
	Vernacular,	Modon Mohon Bose.
<i>2nd Class, Section C.,</i> ...	Arithmetic,	Gopal Chunder Chuckerbutty.
	Literature,	Ketter Mohun Bonerjee.
	Vernacular,	Bereshur Bose.
<i>3rd Class, Section A.,</i> ...	Arithmetic,	Jogesh Chunder Mitter.
	Literature,	Anund Comar Surbadicarri.
	Vernacular,	Mohindro Loll Sen.
<i>3rd Class, Section B.,</i> ...	Arithmetic,	Juddoonath Sen.
	Literature,	Shreesh Chunder Bonerjee.
	Vernacular,	Rakhal Doss Bose.
<i>3rd Class, Section C.,</i> ...	Arithmetic,	Rakhal Doss Mozomdar.
	Literature,	Cally Prosono Sen.
	Vernacular,	Cally Prosono Sen.
<i>4th Class, Section A.,</i> ...	Arithmetic,	Beer Nursing Day.
	Literature,	Jogender Chunder Roy.
	Vernacular,	Oporbo Kisto Mitter.
<i>4th Class, Section B.,</i> ...	Arithmetic,	Sutyander Nath Tagore.
	Literature,	Boikanto Nath Pal.
	Vernacular,	Baney Madub Sen.
<i>4th Class, Section C.,</i> ...	Arithmetic,	Sham Loll Holdar.
	Literature,	Joygopal Ghose.
	Vernacular,	Mohindro Narain Doss.
<i>4th Class, Section D.,</i> ...	Arithmetic,	Wooday Churn Neogee.
	Literature,	Bhobany Churn Goho.
	Vernacular,	Preonath Bose.

9. There was no general examination of those students of the College and senior school departments who did not compete for scholarships; the preliminary examination of all the pupils attached to these two departments, held previous to the scholarship examination, answered the purposes of a general examination. Those among them who were by this test found to be capable of attaining the scholarship standard were selected to pass the scholarship examinations.

10. The examination of the junior scholarship competitors was held at the College theatre, on the following dates:

27th September, 1850,	Grammar.
28th September, 1850,	History.
30th September, 1850,	Mathematics.
1st October, 1850,	Geography.
2nd October, 1850,	Vernacular Translation.
3rd October, 1850,	Reading.

11. The questions were prepared by the undermentioned gentlemen:

English Grammar,	R. Jones, Esq.
History,	J. Sutcliffe, Esq., B. A.
Geography,	J. Kerr, Esq., M. A.
Mathematics,	R. Thwaytes, Esq., B. A.
Translation,.....	Babu Ram Chunder Mitter.

12. The candidates for senior scholarships and for insertion in the list directed to be furnished in the Resolution of Government, dated 10th October, 1844, were examined at the

27th September, 1850,..	Literature Proper.	Town Hall, under the immediate superintendence of the Council of Education on the dates noted in the margin, the Secretary to the Council daily giving
28th September, 1850,..	{ Mental and Moral Philosophy.	
30th September, 1850,..	History.	
1st October, 1850, ...	Pure Mathematics.	
2nd October, 1850, ...	Mixed Mathematics.	
3rd October, 1850, ...	English Essay.	Council daily giving
4th October, 1850, ...	Vernacular Essay.	

out the questions and collecting the answers, assisted by one of the Members of the Council. The questions were set by the undermentioned gentlemen:

English Essay,.....	G. Lewis, Esq.
Rhetoric,	D. Foggo, Esq., B. A.
Literature Proper,	G. Lewis, Esq.
History,	A. S. Harrison, Esq., B. A.
Pure Mathematics,	E. Lodge, Esq., B. A.
Mixed Mathematics,	
Vernacular Essay,	Rev. K. M. Bannerjee.
Latin Essay,.....	A. S. Harrison, Esq., B. A.

13. The answers of both the senior and junior scholarship competitors were examined by the gentlemen who set the questions.

14. Extracts from the reports of the examiners are contained in the general report of the Council; detailed tabular statements of the results are appended to this report.

15. With reference to the results of the examinations, the distribution of scholarships which has been made for the session 1849-50, that is, from 1st October 1850 to 30th September 1851, is contained in the appendix.

16. Babu Dukhinarunjun Mookerjee having placed at the disposal of the Council of Education a gold medal to be awarded to the most proficient scholar for the present year—it has accordingly been awarded with reference to the result of

the senior scholarship examination to Sreenath Doss the first student of the year in all the Colleges of Bengal.

17. The undermentioned two students presented themselves this year as candidates for the insertion of their names in the lists directed to be furnished by the Council of Education, in accordance with the resolution of Government, dated 10th October, 1844, and obtained the number and class marked opposite their respective names :

1 Cally Prosunno Dutt,.....	207·47 First Class.
2 Horrenderkissen Deb,	145·75 Second Class.

18. Fourteen senior and nine junior scholars have withdrawn from the College during the past session, and to them the usual certificates were granted in conformity to the rules. Their names and the occupation to which they have entered are mentioned below :

SENIOR SCHOLARS.

1 Horogobind Sen, Appointed Librarian Hooghly College.	7 Greesh Chunder Sircar.
2 Romanath Laha, Articled as a Clerk to an Attorney of the Supreme Court.	8 Mohindernoth Roy.
3 Radhanath Bose.	9 Sittanoth Ghose.
4 Rajchunder Dutt.	10 Greece Chunder Dutt, Assistant, Savings' Bank.
5 Mohindronoth Paul.	11 Gooroo Churn Sen.
6 Rajmohun Bose, Dead.	12 Peary Loll Goopto.
	13 Gobind Loll Roy.
	14 Dwarkanoth Dey.

JUNIOR SCHOLARS.

1 Bholanoth Dutt.	5 Rajkisto Banerjee.
2 Dwarkanoth Bose.	6 Doorga Doss Dey.
3 Isser Chunder Mookerjee.	7 Chunder Coomar Dey.
4 Rajkissen Dutt.	8 Koonjobehary Paul.
9 Prosunnogopal Paul Chowdry.	

19. The junior scholar, Mohes Chunder Ghose, continues to prosecute his studies in the Medical College with his scholarship made tenable in that institution.

20. No notice regarding the award of the library medal was inserted in the report of the Hindu College for the Session 1848-49, which arose from the circumstance that when the report in question was printed no competitors had appeared. The medal was subsequently awarded to Prosunno Coomar Surbadhicarry, whose papers were found on examination to be possessed of a high degree of merit, such as to entitle him fairly to the

prize. The merit of the answers of the second candidate Greece Chunder Dutt were such as would have gained him a prize, had there been one available. The Hon'ble President presented him with a silver medal to mark his sense of his exertions.

21. The existing systems of award of the library medal not fulfilling the object contemplated, the Council of Education resolved to select a subject at the time of promulgating the standards in literature and history, and to examine the course of reading adopted by them in that particular subject, each competitor submitting at first a list of the works studied by him with special reference to the subject selected. In accordance with this view, the following subject was selected for the course of study, during the year for all candidates for the library medal:

“ The geography and history of Bengal from the accession of Akbar with special reference to its productive resources, commerce and the civil and political condition of the people.”

22. The essay written upon the above subject by Mohendrolal Shome was pronounced the best by the examiners, and the medal for the present year was accordingly awarded to him.

23. Mr. Harraden having failed to complete his arrangements for the intended organization of a music class, it has been considered expedient to abandon the proposal for the present, and it has been resolved, that the munificent donation of 1200 rupees of the Hon'ble Mr. Bethune, referred to in the last annual report, be appropriated, with the donor's concurrence, to the purchase of such philosophical instruments as will make a useful addition to the present collection of instruments in the College.

24. The library is in good condition, and as usual, much frequented by the students. During the past session, several valuable books have been purchased from the book allowance allotted to the institution. Babu Kylas Chunder Mookerjee, late librarian, having obtained employment in a Government Office, Babu Collydoss Moozumdar, late second master of the Bauliah School, has been appointed to succeed him.

25. The triennial repairs of the building was carried on so tardily, as to cause a great inconvenience to the institution, and after all, the repairs have not been finished in the usual workmanlike manner of former years.

26. The finance of the institution continues in a flourishing condition. An abstract statement of receipts and disbursements is noted in the margin, which shews that though there has been a diminution in the number

Finance.

<i>Receipts.</i>	
Schooling fees, &c.,...	2862 5 6
Scholarships.	
Rajah of Burdwan's,	576
Ryan,	192
Bird,	240
	————— 1008 0 0
Interest on funds, ..	1098 10 0
	————— 30368 15 6
Drawn from Education fund,	31453 2 1
	————— 61822 1 7

<i>Disbursements.</i>	
Establishment.	
Fixed,	51458 9 4
Supernumerary,	600 15 6
	————— 52059 8 10
Contingent,	2230 5 1
Books,	1506 10 7
Scholarships,	5795 9 1
Prizes,	230 0 0
	————— 61822 1 7

of assignments allotted by Government from the Parliamentary grant.

Pautshala.

27. The number of pupils on the roll on the 30th September, 1850, amounted to 208 against 210 of last year. They are all Hindus and pay scholars, and are classified as under:

First class,	.....	.....	.....	25
Second class, .....	.....	.....	...	25
Third class,	.....	.....	.....	23
Fourth class, .....	.....	.....	...	26
Fifth class,	.....	.....	... ..	28
Sixth class, .....	.....	.....	..	37
Seventh class,	.....	.....	.....	44
				—————
Total,				208

28. The ages of the pupils vary from 4 to 8 years, at the latter age they are generally sent to English schools.

29. The Pautshala is chiefly resorted to by the children of both the rich and middle classes of the Hindu community among whom it is held in great estimation.

30. During the past session Soorjeekanth Surma, the fourth teacher, and Colleykanth Surma, seventh teacher, were removed for protracted absence without leave, and the appointments have been filled up by promotion within the school, and by the appointments of Raddanath Surma and Dinnonoth Surma to the last two places.

Changes in the Instructive Establishment.

31. The annual general examination of the pupils was conducted by Babu Ram Chunder Mitter of the Hindu College, assisted by the College pundits, and his report is annexed:

Examinations.

“It gives me much pleasure to have it again in my power to report upon the Pautshala, an institution in which, from a variety of circumstances, I am deeply interested.

“As the classes in this institution are arranged, I find that there are twenty-five students in the first, twenty-five in the second, twenty-three in the third, twenty-six in the fourth, twenty-eight in the fifth, thirty-seven in the sixth, and forty-three in the seventh. The majority of the pupils of the last four classes read with tolerable ease and fluency and appeared to understand fairly what they had gone through. With few exceptions in each of these classes, it seems that there is a decided improvement this year in their spelling. The seventh or the very last class, which contains forty-three extremely young lads, an unusual number to form an elementary class in any school, should be reduced, so as to enable one master to devote to all the pupils that attention and care, which are especially necessary to bring up boys of so tender an age. The result of the examination of the third class was, on the whole, satisfactory, as almost every one of the students gave correct meanings of the passage in which they were tested. The first and second classes were examined in a part out of their class books, Burnomallah part II. and Hitopodesh. They read with fluency and correctness, and explained with accuracy the most difficult words that occurred in the course of their reading. They have a fair idea of the elements of grammar, and worked sums in multiplication and division with great rapidity; but they signally failed in geography, in which their knowledge appears to be exceedingly imperfect, and it is expected, that instruction in that branch should be given next year with greater care and system.

The total number of pupils, in this institution in the present year, amounts to two hundred and seven, against two hundred and four of last year, and against four hundred and sixty in the year 1840, when it first commenced its operations. This diminution in its number is chiefly to be accounted for to the rapid circulation of its students, there being scarcely any inducement for them to remain any length of time. They have not the privilege of looking forward to any rewards or distinctions, to which boys of other Government colleges and schools are eligible. It would, therefore, I think be not altogether injudicious, if the Committee deem it expedient to send one or two deserving lads annually as a free student either to the Hindu College or the Branch School by way of scholarship, and at the same time modify the 63rd clause of the admission rules of the Hindu College in favour of the Pautshala.”

32. With reference to the examiner's report, prizes have been awarded to the meritorious students according to list annexed :

List of the prize boys of the Pautshala.

FIRST CLASS.

1 Ram Loll Bose. | 2 Ram Naryan Dutt.

SECOND CLASS.

1 Bissotos Banerjya. | 2 Umbica Churn Banerjya.

THIRD CLASS.

1 Preoumbur Nauth Mitter. | 2 Deno Nauth Gongoly.

FOURTH CLASS.

1 Sitta Nauth Ghose. | 2 Coylas Chunder Dutt.

FIFTH CLASS.

1 Debraj Banerjya. | 2 Herumbo Nauth Chatterjya.

SIXTH CLASS.

1 Nocoor Chunder Bose. | 2 Mohender Nauth Shome.

SEVENTH CLASS.

1 Preo Nauth Mookerjya. | 2 Opoorbo Kisto Bose.
3 Greesh Chunder Dutt.

33. The building is scarcely in a habitable state for want of periodical repairs. The Committee is in communication with the Council of Education on the subject, but the completion of a satisfactory arrangement has been unavoidably delayed.

Building.

Receipts.

Schooling fees, &c.,	..	..	..	..	1,251	1	9
Education fund,	..	..	..	....	810	6	5
					<hr/>		
					2,061	8	2

Disbursements.

Establishment,	..	..	1,933	14	5			
Contingent,	..	....	107	9	9			
Prizes,	..	..	20	0	0			
						2,061	8	2

34. An abstract statement of receipts and disbursements is noted in the margin.

Branch School.

35. The number of students on the roll, on the 30th September 1850, amounted to 440 against 460 of last year: they are all Hindus and classified as follows :

Free Scholars,	...	...	...	...	...	...	...	...	13
Pay Scholars at 3 Rupees,	...	...	...	...	...	...	...	...	30
Pay Scholars at 2	„	...	...	...	...	...	...	...	289
Pay Scholars at 1	„	...	...	...	...	...	...	...	108
Total, ...									440

36. This school is chiefly resorted to by the children of the middle class of the Hindu community, and is held in great esteem.

37. The only change in the instructive establishment was by the death of Beny Loll Mitter, twelfth master. His place was filled up by promotion within the school, and in the last place Bunkobehary Newgy, a student of the Hooghly College and a holder of a fourth class certificate, was appointed.

38. There has been no change in the course of study, but the following additional rules have been enacted for the management of the school.

Additional Rules.

1st. That no student of the Branch School who does not obtain 120 marks in the present scholarship examination be promoted this year to the collegiate senior school.

2ndly. That of the thirty pupils who are entitled by the rules of the school to free promotion to the Hindu College, none be so promoted after this year unless he be fit to enter the College department.

3rdly. That candidates for junior scholarships shall be entitled to the same privileges as those of the Zillah schools according to the amended scholarship rules.

4thly. That there be three classes in the senior department instead of two, and they respectively preserve the same standard of study, as the three senior classes of the collegiate school.

39. Seven boys of the first class were selected this year to compete for junior scholarships, after a preliminary examination of the whole class by the Principal. All other classes were examined by Principal Lodge, Professor Rees, and Mr. Vaughan, assisted by Babu Isserchunder Saha. The reports of the examiners are annexed :

Examination,

The following is the Principal's report :

" SECOND CLASS, SENIOR DEPARTMENT.

" Number of students ten.

" The arithmetic of this class is decidedly inferior, the majority of the boys in it being unable even to copy a question in fractions from dictation. In Euclid they are much better, and did they not generally write out in such a dirty and slovenly manner, I should pronounce them very good. A written examination in history was very creditable to the whole class, but they only passed a very moderate one in geography.

Juggut Chunder Banerjea, }
Tarruck Chunder Banerjea, } are deserving of prizes.
Sree Nauth Mitter, }
Omesh Chunder Mookerjea should not be promoted.

" THIRD CLASS SENIOR DEPARTMENT.

" Number of students eighteen.

" It appears to me that these boys have been badly grounded in many respects, and that books, much too difficult for them, have been put into their hands. In arithmetic they wrote slowly and inaccurately and their hand-writings are scarce legible. Their explanation of a passage of poetry was generally a failure, but they passed an exceedingly good examination in history and a good one in geography, and if a little more attention was paid to grammar they would write English very well indeed.

Calla Chund Dey, }
Hurry Doss Dutt, } are deserving of prizes.
Koylas Chunder Mitter, }
Joggoo Nauth Paul, } should not be promoted.
Juddo Nauth Chatterjea, }

Mr. Rees stated, that—

" At your request* I examined the pupils of the Hindu College Branch School, junior department, in their arithmetical attainments. To that end I proposed questions adequate to the proportional abilities of the young students, who are divided into three classes. I cannot report of their proficiencies not having examined these classes last year, but taking the tender ages of the students into consideration, they acquitted themselves very well indeed. Let me mention on the present occasion, that the boys are remarkably well-disciplined, doing credit to Mr. Twentyman, and also to point out, as deserving of promotion, the names of those boys who solved either the most of or all the questions proposed.

" FIRST CLASS.

SECOND CLASS.

THIRD CLASS.

Section A.

Section A.

Section A.

Prosuno Coomar Ghose.
Kisto Mahone Dutt.
Gris Chunder Mozimdar.
Mobindro Nauth Ghose.
Rashbaharee Seal.

Neelmony Coomar.
Nullit Bullub Seal.
Jadub Churn Dey.
Kader Nath Bose.
Juggender Nauth Roy.
Kader Nath Sen.

Mottee Lall Dey.
Kadar Lall Mullick.
Juddoo Nauth Ghose.
Mohesh Churn Banerjee.
Tarruck Nauth Dutt.
Juddoo Nauth Sen.
Greesh Churn Mitter.
Kadar Nauth Ghose.
Bhuggobutty Churn
Chunder.
Gooroo Doss Paul.

* This was addressed to the Principal of the College.

“ Section B.

Section B.

Section B.

Nobin Churn Paulit.	Samachurn Chowdhury.	Prossunno Coomar Laha.
Kristo Doss Chunder.	Poornoo Churn Mooker-	Ketter Nauth Sen.
Ramesshur Ghose.	jee.	Bonomally Chunder.
Roma Nauth Bose.	Jugender Narain Baner-	Benod Baharee Doss.
Kallachaund Dey.	jee.	Gopaul Churn Doss.
Joylockh Nauth Siedar.	Nemy Churn Mullick.	Ketter Nauth Pyne.”
Gobin Churn Dey.	Goordass Seal.	
Prossuno Coomar Biss-	Bulowdeb Kettry.	
was.		

Mr. Vaughan's report mentioned that :

“ In obedience to your orders,* I examined the highest three classes of the junior department of the Branch School.

“ The first, consisting of thirty-seven boys, is divided into sections A and B., which came up successively and read, explained and parsed to me selected passages of the Poetical Reader, No. 2, (Gay's Fables.) They were also examined in Lennie's Grammar, Goldsmith's Rome and Stewart's Geography. I cannot speak too highly of the manner they acquitted themselves : their proficiency in every branch of their studies could only have been the result of untiring exertion on the part of their teacher, Babu Nilmony Chukerbuttee, responded to with enthusiasm by themselves. Scarcely a question which taxed the memory only was unanswered ; and most of the children showed surprising ability (considering their youthfulness) to express in their own language the purport of the passage in which they were tested.

“ Section A. of the second class read the Azimghur Reader with great fluency and correctness, showing that they fully understood what they read. They parsed partly well ; were good in history ; but failed entirely in geography. Section B. of this class is formed wholly of *the very worst boys of the whole department*, collected by the head master and kept together to prevent their retarding the progress of their school fellows. They are so old and dull, that I would recommend their removal from the school. I need not add that they failed completely in the examination.

“ The third class consists of sixty-six boys who are likewise divided into two sections. They were examined in the Prose Reader No. 2, Geography and Woollaston's Grammar. I also tested their acquaintance with the maps ; and had reason to be well pleased with them in every respect.

“ On a general review of the examination, I feel the utmost confidence in recording my humble testimony to the indefatigable exertions of the head master and his assistants. The discipline prevailing in the Branch School would bear comparison with that of any other educational establishment ; and the animating zeal of Mr. Twentyman seems infused through all his pupils, creating in them an ardent desire for improvement and scholastic distinction.

“ I beg to submit the following report, of my examination of the 4th class junior department, of the Hindu College Branch School.

“ Section A. consists of thirty-five boys, one absent. In arithmetic, these boys did pretty well, seven boys worked all the sums given to them. In literature, they read and explained several passages from the Reader No. 1, part 2nd, creditably, but they did not do so well in spelling.

“ Section B. consists of thirty-three boys, all present. In arithmetic, these boys did not do well, the whole class, with the exception of one boy, failed in a multiplication sum. They read pretty well from the Reader No. 1, part 2nd, but were indifferent in explanation and spelling. I am told that in this class, there are many boys who have been admitted during the year.

* This was addressed to the Principal of the College.

“ Section C. consists of thirty-eight boys. This is a very promising class. The boys passed a satisfactory examination both in arithmetic and literature.

“ Section D. consists of thirty-four boys, one absent. In arithmetic, these boys passed pretty fairly ; ten of them, however, failed to work a single sum. In literature, they read, explained and spelled from the Reader No. 1 creditably.

“ Section E. is composed of forty-two boys, three absent. These boys, on the whole, passed a good examination both in literature and arithmetic.

“ Section F., first division, consists of twenty-five boys, one absent. These boys spelled and explained the meanings of words from the New Spelling very well, and in arithmetic they worked sums in simple addition and subtraction tolerably well, but failed in numeration.

“ Division second consists of seventeen boys, three absent. These boys spelled correctly easy words from the New Spelling, and worked a sum in simple addition, but failed in numeration.

“ The accompanying is a list of the most meritorious students who deserve prizes in the fourth class.

Section A.

Soorjoo Coomar Bisses,	Literature.
Gopaul Chunder Dutt,	Arithmetic.

Section B.

Rajkristo Ghose,	Literature.
Kesubloll Pine,	Arithmetic.

Section C.

Jadunauth Sing,	Literature.
Soshebhooshan Mookerjee,	Arithmetic.

Section D.

Benymadhub Mookerjee,	Literature.
Opendronath Mittre,	Arithmetic.

Section E.

Ashootosh Mittre,	Literature.
Radhikaprosaud Banerjee,	Arithmetic.

Section F. First Division.

Neotololl Buddan,	Literature.
Kedarnath Dutt,	Arithmetic.

40. With reference to the result of the junior scholarship examination, scholarships have been awarded to the pupils mentioned in the tabular statement contained in the appendix ; the scholarships are tenable in the Hindu College.

41. The vernacular examination of the school was conducted by Pitamber Shurma and Gouri Churn Shurma, pundits of the senior school department of the Hindu College, and their report is annexed :

“ The time allowed for the study of Bengali is too short in this school, and it is very difficult to do any thing successfully without adequate time. The pundits, however, appear to have been attentive to their duties, but the junior boys have been better taught than the senior.

“ *Senior Department.*—Second class, pundit Nobokanth Turkopunchanun. Number of boys ten, Tarucnoth Banerjee is deserving of prize.

“ Third class, number of boys nineteen. Three boys, Luckhinarain Roy, Mutti Loll Mitter and Brojonoth Seal, are deserving of prizes.

*“Junior Department.—*First class, Section A., number of boys nineteen ; five of them, viz., Prosunno Coomar Ghose, Sumbhoo Chunder Goopto, Ram Behary Seal, Mohindernoth Ghose and Judunoth Bose, are deserving of prizes.

*“*First class, Section B., eighteen boys. Four boys, Rammesher Ghose, Modosuden Sing, Collykisto Bose and Gobind Chunder Dey, are deserving of prizes.

*“*Second class, Section A., twenty-five boys. Kedarnath Sen, Jadub Chunder Dey, and Parbutty Churn Goopto, are deserving of prizes.

*“*Second class, Section B., twenty-eight boys. There is no boy in this section who is deserving of a prize.

*“*Third class, Section A., thirty-seven boys. Five boys are deserving of prizes, viz., Mohinder Chunder Banerjee, Ram Chunder Mozumdar and Khitromohun Chatterjee.

*“*Third class, Section B., twenty-nine boys. Benud Behary Doss, Prosunno-coomar Saha and Tylackhonothe Ghose, are deserving of prizes.

*“*Fourth class, Section A., thirty-five boys. Most of these boys are good, Rammeth Chunder Mitter, Bashuram Bursac and Saroda Persad Chatterjee, are deserving of prizes.

*“*Section B., thirty-three boys. Eight boys are good. Prize boys, Kistomohun Mookerjee and Soorjee Coomar Biswas.

*“*Section C., forty-four boys. Most of these are good boys. Judunoth Sing, Rujony Coomar Sett and Opendernath Mitter are prize boys.

*“*Section D., forty boys. Few of these are good. Prize boys, Ashootose Mitter, Brojonath Doss and Rocalldoss Roy.

*“*Section E., forty boys. Fifteen are good. Prize boys, Kadarnath Dutt, Preonoth Ghose and Gopal Chunder Mitter.

*“*Section F., fifty boys. In this section it is difficult to determine who are good and who are bad boys, in consequence of their tender age. Colla Chand Dutt and Megnath Dutt, however, are prize boys.”

42. In conformity with the recommendation of the examiners, prizes in books have been awarded to meritorious students of the junior school department.

43. The finances of the school continue to be in a very flourishing condition.

<i>Receipts.</i>							
Schooling fees, &c.,	....	9,546	1 9				
Education fund,...	....	1,871	3 11				
				11,417	5 8		
<i>Disbursements.</i>							
Establishment, ..	....	8,259	13 1				
Education of 30 pupils in							
Hindu College, ..	....	1,920	0 0				
Scholarships, ..	....	267	3 1				
Prizes,.. ..	....	60	0 0				
Books,.. ..	....	526	13 5				
Contingent, ..	....	383	8 1				
				11,417	5 8		

Abstract statement of receipts and disbursements noted in the margin, shews that the expenses of the school are mostly paid out of its own resources, and that the school is dependant upon the education funds only for a very small portion of the monthly allowance of Co.'s Rs. 522-8, granted by Government for its support.

44. The building is in good condition.

Sanskrit College.

TWENTY-SEVENTH YEAR, 1849-50.

RUSSOMOY DUTT, *Secretary.*

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Russomoy Dutt, - - -	<i>Secretary, - - - - -</i>	100	16th April 1841.
Shrishchandar Sarmana,	<i>Assistant Secretary, - -</i>	50	1st Dec. 1847.

Sanskrit Department.

Taranath Sarmana, -	{ <i>Professor of Grammar, } <i>First Division, - -</i></i>	90	23rd Jan. 1845.
Dwarakanath Sarmana,	{ <i>Professor of Grammar, } <i>Second Division, -</i></i>	50	14th Jan. 1845.
Ramgovind Sarmana, -	{ <i>Professor of Grammar, } <i>Third Division, - -</i></i>	45	1st Dec. 1840.
Prancrishna Sarmana, -	{ <i>Professor of Grammar, } <i>Fourth Division, - -</i></i>	40	20th May 1846.
Kasinath Sarmana, - -	{ <i>Professor of Grammar, } <i>Fifth Division, - -</i></i>	40	12th Mar. 1847.
Madanmohun Sarmana,	<i>Professor of Literature, -</i>	90	17th June 1847.
Premchandrar Sarmana,	<i>Professor of Rhetoric, -</i>	90	1st Dec. 1832.
Priynath Sarmana, - -	<i>Professor of Mathematics,</i>	90	22nd Nov. 1849.
Joynarayan Sarmana, -	<i>Professor of Logic, - -</i>	90	11th Aug. 1840.
Bharatchandar Sarmana,	<i>Professor of Law, - -</i>	90	1st Dec. 1840.

English Department.

Babu Russicklall Sen, -	<i>Head Master, - - - -</i>	90	1st Oct. 1842.
Babu Rajnarayan Bose,-	<i>Second Master, - - - -</i>	70	12th May 1849.

Office Establishment.

Ramdhan Gangooly, -	<i>English Writer, - - -</i>	40	15th April 1833.
Grishchandrar Sarmana, -	<i>Librarian, - - - - -</i>	30	14th Jan. 1845.
Koonjabahary Chatterjea,	<i>Sub-Assistant Surgeon, -</i>	25	1st Jan. 1848.
Govindram Pundit, - -	<i>Nagri Writer, - - - -</i>	16	4th Dec. 1845.
Ramraton Chatterjea, -	<i>Bengali Writer, - - -</i>	16	15th June 1838.
Servants, - - - - -	- - - - -	57	
Total, Company's Rupees,...		1209	

Local Receipts and

RESOURCES OF ANNUAL INCOME.										
Separate Fund.	Assign-ment from Parlia-mentary Grant.	Total.		Establishment and Ex-penses as fixed by Govern-ment, dated 16th December 1840 and 5th October 1842.						
4669 13 0	24669 13 0 curtailed in December 1840 to Co.'s Rs. 24000-0-0		<table><tr><td>16th Dec. 1840</td><td>17694 0 0</td></tr><tr><td>5th Oct. 1842</td><td>1500 0 0</td></tr><tr><td>Co.'s Rupees</td><td>19194 0 0</td></tr></table>	16th Dec. 1840	17694 0 0	5th Oct. 1842	1500 0 0	Co.'s Rupees	19194 0 0
16th Dec. 1840	17694 0 0									
5th Oct. 1842	1500 0 0									
Co.'s Rupees	19194 0 0									
The charges are from September 1849 to August 1850 inclusive, paid from October 1849 to September 1850.										
Allowed per annum Co.'s Rupees,...			24669 13 0							

Disbursements.

Nature of Charges.	ACTUAL CHARGES FOR 1849-50.					
	Items.			Total.		
Secretary, 12 months, at 100 per month,	1200	0	0			
Assistant Secretary, 12 months, at 50 per month,	600	0	0			
Ten Professors, 12 months, at 715 per month,	8580	0	0			
Two English Teachers, 12 months, at 160 per month,	1920	0	0			
Establishment, 12 months, at 159 per month,	1908	0	0			
Sub-Assistant Surgeon, 12 months, at 25 per month,	300	0	0			
	14508	0	0			
Scholarship, English, 12 months, } at 8, }						
Scholarship, Oriental, 12 months, } at 328, }						
Deduct unappropriated and un- drawn, }	4032	0	0			
	96	0	0			
	3936	0	0			
Money Prize,	150	0	0			
Books for English class as per Circular No. 33, 12 months, } at 25,	300	0	0			
Deduct short drawn,	151	14	0			
	148	2	0			
Books for Sanscrit Department,	24	0	0			
Contingencies,	387	1	9			
House rent,	280	0	0			
	19433	3	9			
<i>Deduct for absence under Absentee Rule.</i>						
Teachers, &c.,	200	15	5			
Scholarshipholders,	152	15	8			
	353	15	1			
				19079	4	8
Expended per annum, Rupees,	19079	4	8			
Resources from Schooling,						
Fine and Deductions,	353	15	1			
Sale of Books,						
Private Contribution,						

The number of students on the roll, on 30th September 1850, amounted to 281, all Hindus, viz., chiefly Brahmans with a few Vydyas.

Of these, twenty-seven are Sanscrit scholarshipholders, four holders of free scholarship tickets, and the rest free pupils; seventy-four study English in addition to Sanscrit, and fifty-five attend the Jyotish class. They are classified as follows:

Vyakarna class, fifth division,	60
„ „ fourth division,	48
„ „ third division,	43
„ „ second division,	27
„ „ first division,	24
	— 202
Sahitya class,	37
Alankar class,	18
Nyaya class,	13
Smriti class,	11
Total,	<u>281</u>

An abstract statement of the disbursements is noted in the

Establishment, 12 months, ..	14508 0 0	14307 0 7	margin. There are no local receipts in the institution.
Deductions for absence, &c.,	200 15 5		
Scholarship Sanscrit,	3936 0 0	3783 0 4	Yogadhyan Misra, the Professor of Jyotish, died on the 21st Nov. 1849, and Preyanath Sarma, one of the senior scholarshipholders of the institution, has been appointed Professor of Jyotish, in succession to him.
Deductions for absence, &c.,	152 15 8		
English,	96 0 0	150 0 0	
Unappropriated,	96 0 0		
Money Prizes, .....	.....	172 2 0	
Books, English,	300 0 0		
Short drawn,	151 14 0	667 1 9	
	148 2 0		
Sanscrit,	24 0 0	19079 4 8	
		
Contingencies, ordinary,	387 1 9		
Extra (House rent,)	280 0 0		
Total disbursements,	<u>19079 4 8</u>		

The following class books have been selected to form the subject of study for junior and senior scholarship standards of 1850-51.

JUNIOR.

1 Vyakarana,...	Mugdhabodha, ...	Parisista.
2 Kavya,	Raghuvansa, ..	Mudrakakshasa.
3 Jyotish,	Lilavati.	
4 Translations,	From Sanscrit into Bengali,	Pancha Tantra.
	From Bengali into Sanscrit,	Jebana Charita.

SENIOR.

1 Kavya,	Shisupalabodha Abhigyan Sa- cuntala, Malati Madhava.
2 Alankar,	Sahitya Durpona (from 6th Chap. to end), Kavya Darsha.
3 Nyaya,	Anumanchintamani with Anu- mandidhiti, containing Khan- dana Khadya, (3rd Book.)
4 Smriti,	Manusanbhitā (6, 7, 10 and 12 Chaps.) Dyayabhaga Udbaha Tatwa.
5 Jyotish,	Vijaganita Khetratatwadipika (last part.)
6 Composition,	Sanskrit, Poetical and Prose Essays ; Bengali, Prose Essays.

The rules for the award of scholarships in the institution having been found indefinite, and it having appeared advisable to raise the standard of junior scholarship examination, a revised scheme was sanctioned by the Council, a copy of which is annexed in the appendix, and consequent upon the changes adopted, it was found necessary to modify the order of studies, that is, to place the Smriti class immediately after the Alankar class, and the Nyaya class as the last and finishing class. Prizes in books have been substituted for small money prizes hitherto given to junior students.

The annual general examinations of the junior classes were conducted by the Professor of Smriti and the assistant Secretary, whose report is subjoined:

General Ex-aminations.

First Division.—"This division contains twenty-four pupils, of whom three were absent during the examination. They have read first six Sargas of Bhatti Kavya and up to Ksatria Varga of Amara Kosha. We were much gratified in finding the greater part of the pupils pass a good examination. Syamacharana, Khetramohan, Monahar and Annadaprasad are best of all, and are deserving of equal reward. Ramcoomar, Ramchandra, Tailakhyanath and Taraprasad are deserving of second reward. Besides these, five pupils have passed good examination, five middling and five bad, in all twenty-one.

Second Division.—"This division contains twenty-seven pupils, of whom three were absent during the examination. They have read from Roodhati to Tadhit of Mugdhabodha Vyakarana. They have given good answers to questions proposed from all parts of the Vyakarana. Krishnakamal, Kaleedhan, Bedhoobbooshan, Nobinchandra, are best of all and deserving of reward. Motilall, Kaliprasanna 1st, Kaliprasanna 2nd, are deserving of second reward. Besides these,

four pupils have passed good examination, six middling and seven bad, in all twenty-four.

Third Division.—"This division contains forty-three pupils, of whom four were absent during the examination. It is divided into two subdivisions, the pupils of the first subdivision have read from Dhatee to Yangata of Mugdhabodha, those of the second from Hashanta Sabda to Huadi. Many of the boys of this division have passed satisfactory examination. Among them Gourisankar, Rampran, Deenbundhu, Krishnanath, Ramratna and Kalidas, of the first subdivision, are deserving of equal reward. Annandachundra, Syamacharun, Rajbullabha, Kishorimohan, Kedarnath, of the second subdivision, are deserving of equal reward. Besides these fourteen pupils have passed good examination, five middling and nine bad, in all thirty-nine.

Fourth Division.—"This division contains forty-eight pupils, of whom eleven were absent; this subdivided into three subdivisions. The pupils of the first subdivision read the whole of Sabda chapters of Mugdhabodha, those of the second subdivision from Hash Sandhi up to Asmad Sabda, those of the third subdivision from Ach Sandhi to Sabda Sangnya. We were very much gratified by the superior intelligence of the younger boys of this division which became manifest by the examination. Of the first subdivision, Kaleeprasanna, Dwarakanath, Bhoovanmohun, Sibnath, Dharmadoss, are equally deserving of reward. Of the second subdivision Madanmohun, Kylaschandra 1st, Womeshchandra, Sasheebhooshan, Kylaschandra 2nd, and of the third subdivision Pearimohan, Mohitmohan, Wopendarnath, Tylakhashandra, Pramathnath, are deserving of reward. Besides these seven pupils have passed good examination, six middling and nine bad, in all thirty-seven.

Fifth Division.—"This division contains sixty pupils, of whom twenty were absent during the examination. The monthly new admissions are placed in this division, consequently the majority are in the lowest part of the division. They read only a few pages of Mugdhabodha, among them Ambikacharn, Harinath, Janeekinath, Abinas, Wojjilmohan, Kantichandra, may be considered as deserving of reward. Besides these, five pupils passed good examination, ten middling and nineteen bad, in all forty."

The questions for senior and junior scholarship examinations were set by Eshwar Chundra Bidyasagur, an ex-student of the institution, now holding the office of Sherishtadar in the College of Fort William, and the examinations were conducted and the answers of the competitors were examined by the same pundit. The report of the examiner and the results of the examinations are annexed.

The library is in a good condition and much frequented by the students.

In consequence of the general repairs of the building, the College was closed for two months, (May, June); but the completion of the repairs was so much delayed beyond that

period, that it was deemed necessary to hire a house near the College in the month of July, to enable the pupils to resume their studies before the annual examinations. The College building has since been occupied, but the repairs have not yet been entirely completed.

Pundit Eshwar Chundra Bidyasagur was appointed sole **Scholarship Examinations.** examiner of the Sanscrit College, and reported as follows:

“The examination occupied nine days, between 15th September and 4th October, five days being taken up in examining the senior department and four days the junior. In consequence of the smallness of the room allotted for the purpose, I thought it advisable to examine the two departments separately. The questions were prepared with great secrecy and were printed in my presence, and in fact, every precaution possible was taken to prevent unfair proceedings. I forward herewith two tabular statements of the results, one of each department.

“Amongst the candidates examined according to the test for senior scholarships, I am of opinion, that Tarashankar Sharma, Madhub Chundra Sharma, Kalee Prasenna Sharma and Harinauth Sharma are entitled to retain the first grade senior scholarships which they at present hold. Among these Tarashankar is deserving of especial notice for his equal and highly superior performances in each subject.

“The following seven students are entitled to retain the second grade senior scholarships which they at present hold, namely, Ramkamal Sharma, Grish Chundra Sharma, Jagaumohan Sharma, Chundra Kant Sharma, Ramnaryan Sharma, Ramanauth Sharma and Brojo Mohun Sharma. Among these, the four first mentioned have performed their exercises so very creditably, that they would have been recommended for first grade senior scholarships had vacancies existed. The first, named Ramkamal Sharma, deserves the highest commendation for his very superior performances which have placed him next to Tarashankar, the first student of the institution, although only one year has elapsed since his promotion to the senior department.

“Beereshwar Sharma, at present holding a junior scholarship, has established his claim to the only second grade senior scholarship, which is vacant.

“The following four students, namely, Kailaschundra Sharma, Rajbullubh Sharma, Harilall Sharma and Haranand Sharma, have completed the period of four years assigned for holding junior scholarships. The two first named are deserving of second grade senior scholarships and would have been recommended if there had been vacancies. Neel Kamal Sharma, a student who had just completed his second year of junior scholarships, fell ill after three days' examination and has since died.

“Amongst the candidates examined according to the test for junior scholarships, the following ten students are entitled to retain the junior scholarships which they at present hold, namely, Rangati Sharma, Ramnoid Sharma, Ramakshoy Sharma, Grish Chundra Gooptoo, Sambher

Chundra Sharma, Gourhuri Sharma, Krishna Kishora Sharma, Denoo Nauth Sharma 2nd, Gopal Chundra Gooptoo and Ram Kamal Sharma. Among these the first three, namely, Ramgoti Sharma, Rammoy Sharma, and Ramakshoy Sharma, deserve especial commendation.

“The following students, namely, Somanauth Sharma, Saradaprosaud Sharma, Shymachurn Sharma, Denoonauth Sharma 1st, Shrimanta Sharma (out student) and Neellahita Sharma, are entitled to succeed to the six junior scholarships which are at present open, one having been vacated by the promotion of Beereshwar Sharma, four by the completion of the periods of Kailaschundra Sharma, Rajbullabh Sharma, Harilall Sharma, and Haranand Sharma, and the sixth by the death of Neel Kamal Sharma. Of the above named six successful candidates, the three first deserve great credit for the high positions they have gained, as standing fourth, fifth and seventh, respectively, in the list of junior candidates, although this is their first examination.

“The following five students, namely, Kala Chund Sharma, Keder-nauth Sharma, Tilak Chundra Sharma, Kantichundra Sharma and Ramanath Sharma, came up to the standard for junior scholarships, but from the absence of vacancies are at present excluded from the benefit which their acquirements deserve.

“The general impression from this examination is one of much satisfaction. Due attention appears to have been paid to each branch of study, and the result is very creditable to both professors and students.”

From the results of the scholarship examination above detailed, the following distribution of scholarships has been made:

SENIOR SCHOLARSHIPS.							<i>Number of Marks.</i>	<i>Rs.</i>
Tarasanker,	(Retains,)	...	...	...	...	...	267	20
Madhabchandra,	(Retains,)	...	...	...	...	...	225	20
Kaliprasana,	(Retains,)	...	...	...	...	...	204	20
Harinath,	(Retains,)	...	...	...	...	...	200	20
Ramkomal,	(Retains,)	...	...	...	...	...	242	15
Grishchandra,	(Retains,)	...	...	...	...	...	221	15
Jaganmohana,	(Retains,)	...	...	...	...	...	220	15
Chandrakant,	(Retains,)	...	...	...	...	...	215	15
Ramnaráyana,	(Retains,)	...	...	...	...	...	198	15
Bereshwara,	(Junior promoted,)	...	...	...	...	...	192	15
Rámanátha,	(Retains,)	...	...	...	...	...	184	15
Brajamohana,	(Retains,)	...	...	...	...	...	161	15
Koylaschandra,	(Entitled,)	...	...	...	...	...	190	...
Rajbullubha,	(Entitled,)	...	...	...	...	...	172	...
JUNIOR SCHOLARSHIPS.								
Ramgoti,	(Retains,)	...	...	...	...	...	229	8
Rammoy,	(Retains,)	...	...	...	...	...	212	8
Ramakshoy,	(Retains,)	...	...	...	...	...	208	8
Grishchandra,	(Retains,)	...	...	...	...	...	194	8

JUNIOR SCHOLARSHIPS,—(Continued.)

Shambhoochandra,	(Retains,)	... ..	184	8
Gourhari,	(Retains,)	... ..	180	8
Krishnakissore,	(Retains,)	... ..	175	8
Dinanáth,	(Retains,)	... ..	174	8
Gopalchandra,	(Retains,)	... ..	165	8
Ramkomal,	(Retains,)	... ..	164	8
Somanath,	(Gains,)	... ..	204	8
Saradaprasád,	(Gains,)	... ..	195	8
Syamácharan,	(Gains,)	... ..	184	8
Deenanath I.,	(Gains,)	... ..	150	8
Srimantá, (out student,)	(Gains,)	... ..	147	8
Neelahita,	(Gains,)	... ..	136	8
Kalachand,	(Entitled,)	... ..	132	...
Kedarnath,	(Entitled,)	... ..	129	...
Tilakchandra,	(Entitled,)	... ..	128	...
Kantichandra,	(Entitled,)	... ..	126	...
Ramanatha,	(Entitled,)	... ..	125	...

The general examination of the English class was conducted by Mr. W. Vining, of the Hindu College, and the report of the examiner is annexed. **English Department.** No student presented himself at the English junior scholarship examination as a competitor for the junior scholarships allotted to the Institution :

First Class.—“Consists of ten boys, of whom four were absent; examined in Lennie’s grammar, Clift’s geography (Europe and Asia), Goldsmith’s History of England to the Reign of Henry First, 30 pages of Goldsmith’s Essays, (Bethune’s edition) and arithmetic as far as Vulgar Fractions; in all of which subjects their answers to the questions proposed were creditable, allowance being made for the very limited time they have to devote to their English studies. Tarasunker Sharma and Sarodah Churn were found to have made the greatest progress. Four boys had commenced to read algebra, but had not advanced beyond the merest rudiments.

Second Class.—“Consists of five boys only, who have read the same subjects as the first, with the exception of Goldsmith’s Essays, and substituting the History of the Kings of Rome for that of England. In arithmetic they had only mastered simple division, except Gowree Sunker Sharma, who was much a-head of the others, and answered questions in the rule of three with neatness and despatch. He was equally in advance in the other subjects. The general result of the examination of this class was favorable.

Third Class.—“Eight boys present: were examined in arithmetic as far as the end of simple multiplication, in the elements of etymology and a few pages of No. 3, Prose Reader. The *matériel* of this class is very heterogeneous, comprising ten years’ students of Sanscrit, just commencing English, mixed up with little boys. Shamachurn (junior) is by far the best, and ought not to be in the class. I ought to mention that although many of the grammar and other questions were respectably

answered *vivā voce*, by some of the pupils, I found them all, with the single exception of the boy named above, utterly unable to *write* one word of a simple English sentence, from dictation. They could not even write the English character decently, I would therefore suggest that this important subject have more attention paid to it in future.

Fourth Class.—"Sixteen boys present : read without much hesitation in the earlier part of No. 1, Prose Reader, and seemed generally to understand the meaning of what they read. Spelt words of three syllables correctly. Greesh Chunder seems in advance of the rest.

Fifth Class.—"Nine boys present out of nineteen : have gone through a few pages of No. 1, Spelling book, and seem to have done so carefully. Dwarkanauth I think to be the best boy.

"I notice that the boys in the lower classes are taught to spell without having the meaning of the words explained to them. This I think highly objectionable, convinced as I am that the boys will be absolutely retarded by the plan in acquiring even the orthography of the language; of course the meaning must be given in Bengali."

Calcutta Mudrissa.

ESTABLISHED 1781.

SIXTY-NINTH YEAR.*

ESTABLISHMENT AS ON THE 30TH SEPTEMBER 1850.

Arabic Department.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Capt. F. F. C. Hayes, M.A.	<i>Officiating Principal,</i> - -	300	14th Jan. 1850.
Mouluvee Ujeeb Uhmud,	<i>Officiating Amin,</i> - -	100	2nd June 1849.
Mouluvee Moohummud } Wujeeh, - - - }	<i>Head Mouluvee,</i> - - -	300	8th April 1824.
Mouluvee Busheerood- } Deen, - - - }	<i>Second Professor,</i> - - -	125	23rd April 1825.
Mouluvee Noorool Huq,	<i>Third Professor,</i> - - -	100	1st March 1827.
Mouluvee Moohummud } Ibraheem, - - - }	<i>Fourth Professor,</i> - - -	80	27th Feb. 1838.
Mouluvee Khadem } Hossain, - - - }	<i>First Assistant Professor,</i>	60	5th Feb. 1838.
Mouluvee Ujeeb Uhmud,	<i>Second Assistant Professor,</i>	50	19th Oct. 1844.
Mouluvee Rusheedoon- } Nubee, - - - }	<i>Third Assistant Professor,</i>	40	1st Jan. 1845.
Mouluvee Jowad Ulee, -	<i>Fourth Assistant Professor,</i>	35	11th June 1845.
Mouluvee Ubdool Ru- } heem, - - - }	<i>Professor Government Re- } gulations, - - - }</i>	125	1st Jan. 1833.
Mr. J. Jones, - - -	<i>Head Writer,</i> - - -	40	13th Jan. 1847.
Mouluvee Ujeeb Uhmud,	<i>Librarian,</i> - - -	35	5th Sept. 1831.
Mouluvee Ujeeb Uhmud,	<i>Officiating Khuteeb,</i> - -	12-8	20th June 1849.
Ubdoolah, - - -	<i>Officiating Nazir,</i> - -	8	Ditto.
11 Senior Scholarships,-	- - -	185	
15 Junior Scholarships,-	- - -	120	
Servants, - - -	- - -	83	

Anglo-Arabic Department.

Mr. W. Lawler, - - -	Master, - - -	100	27th March 1849.
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English Department.

Mr. J. E. Clinger, - -	<i>Head Master,</i> - - -	150	20th Dec. 184
Babu Chooneelaul } Goopto, - - - }	<i>Second Master,</i> - - -	50	18th Oct. 1849.
Deen Moohummud, -	<i>Third Master,</i> - - -	30	10th Nov. 1847.
Mooktaram Pundit, -	<i>Bengali Master,</i> - - -	40	29th June 1843.
Mr. J. Jones, - - -	<i>Librarian,</i> - - -	20	8th Dec. 1846.
Babu Coonjebeharee } Chatterjee, - - - }	<i>Sub-Assistant Surgeon,</i> -	25	1st Jan. 1848.
Servants, - - -	- - -	18	

* Heretofore the age of the Mudrissa has been erroneously calculated from the date of its transfer to the new buildings in Wellesley Square in 1824, instead of the date of its foundation by Warren Hastings, viz., 1781.

from the 1st October 1849 to the 30th September 1850.

Nature of Charges.	ACTUAL CHARGES FOR 1849-50.					
	Items.			Total.		
<i>Arabic Department.</i>						
Officiating Principal,	300	0	0	3600	0	0
Officiating Amin,	100	0	0	1200	0	0
Head Mouluvee,	300	0	0	3600	0	0
Third Professor and fourth Assistant Mouluvee, ..	..	..	..	5849	5	3
Professor of Government Regulations,	125	0	0	1500	0	0
Librarian,	35	0	0	420	0	0
Writer, ..	40	0	0	480	0	0
Officiating Khuteeb,	12	8	0	150	0	0
Officiating Nazir,	8	0	0	96	0	0
Seventeen Servants,	83	0	0	996	0	0
Twenty-eight Scholarshipholders, .....	..	..	..	3743	6	8
Contingent Charges, .....	..	..	..	274	15	0
Khuteeb dress, .....	..	..	..	183	0	0
Matting and repairing the Punkahs, .....	..	..	..	578	4	6
Prizes,	12	8	0	150	0	0
<i>Anglo-Arabic Department.</i>						
Master,	100	0	0	1200	0	0
Contingent Charges, .....	..			57	4	0
<i>English Department.</i>						
Head Master,	150	0	0	1800	0	0
Second Master,	50	0	0	600	0	0
Third Master,	30	0	0	360	0	0
Bengali Master,	40	0	0	480	0	0
Librarian,	20	0	0	240	0	0
Servants,	18	0	0	216	0	0
Contingent, .....	....	..	..	405	6	0
Sub-Assistant Surgeon,	25	0	0	300	0	0
Prizes,	12	8	0	150	0	0
Balance,	..	..	..	3865	6	7
Total, Co.'s Rs.,...	..	..	..	32495	0	0

The general annual examination of the Calcutta Mudrissa took place in June, and in the early part of July last, as usual, before the setting in of the Ramzan holidays, and occupied nine days.

General Examination, Arabic Department.

The first division is subdivided into two classes, and consists of twenty-three students, of whom eight are scholarship-holders, whose ages vary from 18 to 28. Their attendance during the past year has been pretty regular. They were examined in Logic by Qazee Fuzloor Ruhman, in Moohummudan Law by Qazee Abdool Baree, and in General Literature by Mouluvee Nasirood-Deen. During the examination in Logic five were absent—the rest passed satisfactorily. Hussain Allee is the prize student of this subject. Seven were absent during the Law examination, but the rest distinguished themselves; Moohummud Hossain has been nominated for the prize. In General Literature, Mouluvee Nasirood-Deen remarks:

“ They read fluently and translated correctly the passages selected, and answered all the questions put to them. I beg to recommend Ukrum Allee as the prize student of this division.

“ Of the second class five students were examined, they read and explained satisfactorily and answered all the questions correctly. I adjudge a prize to Ubdool Fattah.”

In the second division there are twenty-four students, of whom nine hold scholarships, their ages average from 17 to 25. With reference to their attendance, they have been tolerably punctual; the amount of absenteeism is neither very great nor extensive, but leaves of absence have been granted during the session to about one-half the division for periods from four days to seventy-four. The examinations passed by those who attended were satisfactory, only one having been recorded as “bad,” in the subject of Moohummudan Law. The prize students are the following:—Moohummud Sadir for General Literature, Ubdullah for the Principles of Law, and Ifazood-Deen for Moohummudan Law.

There are twenty-two students in the third division, whose ages range from 16 to 26; they have been regular attendants during the year. There are three scholarship-holders; nine students were absent during the examination in General Literature, which was conducted by Mouluvee Gholam Akbur, whose remarks are all favorable. He awards the prize to Moohummu-doollah. In Moohummudan Law Qazee Abdool Baree notes two as “bad,” all the rest good. Moofezood-Deen is recommended for the prize, while Zujaood-Deen deserves praise.

Almost the same remarks apply to the examination in Rhetoric. Ruheemood-Deen is the prize student.

The fourth division is composed of twenty students, their ages are between 16 and 26: among them are six scholarshipholders. There is nothing of importance in the examinations of this class, the remarks of its examiners being precisely similar to those made upon the preceding divisions. The prizemen are Moohummud Basheeroollah, in Natural Philosophy, Jafer Alee, in Moohummudan Law; in Literature the first named student carries off a second prize.

The fifth division, consisting of twenty students, with ages between 14 and 21, was examined in literature by Mouluvee Fukeerood-Deen, Moohummudan Law by Qazee Abdool Baree, Mathematics by Mouluvee Gholam Esa. Prize students are Ubdool Ruhman and Ubdool Hukeem.

The sixth division numbers twenty-two lads, who passed creditably: their studies are Mathematics, Moohummudan Law, and General Literature. The prize student is Abdool Qadir, who carries off the prizes in all the subjects.

The seventh and eighth divisions, whose studies are confined to General Literature only, number twenty-eight, and twenty-three students respectively. Their examiners were Mouluvees Abdool Ruhman and Shaikh Ismaoollah. The prize students are Mohib Alee and Usgur Alee.

The students of Government Regulations are seventeen in number, they were mostly present, and passed creditably. The examiner, Mouluvee Ruhmut Alee, awards the prize to Umeeroodeen-Deen.

English Department.

This department was examined by Mr. Sutcliffe, whose report follows:

First Class.—"This class contains three students who were examined in the first three books of Euclid, part of History of Greece, Rome and India, Arithmetic, Geography, Grammar, and a portion of Goldsmith's Essays. In Euclid they all failed, and it would be much better to dispense with this subject in future. Their time may be much more advantageously employed. In Arithmetic one did pretty well, the others failed. They passed more satisfactorily in History, Reading, &c., but their knowledge of English is so very limited, that they have great difficulty in explaining the meaning of ordinary passages.

Second Class.—"This class contains four boys who were examined in the first book of Euclid, Arithmetic as far as fractions, History of Rome and Greece, No. 3 Poetry, Geography and Grammar. In Euclid Serajood-Deen wrote out one proposition correctly, the others failed entirely. In Arithmetic two passed pretty well, the others failed. In Reading, &c. the same remarks apply to this class as to the first class.

“These classes are under the care of Mr. Clinger and might very well be united and thus secure the undivided attention of one master.

Third Class.—“This class contains four boys, they were examined in arithmetic as far as rule of three, Gay’s fables, to fable 14, Azimghur reader, outlines of history, history of Greece and Rome, Grammar and Geography. In Arithmetic one passed satisfactorily, the rest failed. In the other subjects two passed creditably the others only indifferently.

Fourth Class.—“This class contains four lads who were examined in Arithmetic as far as long division, No. 1, Poetry reader, Prose reader, 4, Grammar and Geography. Two passed very well in Arithmetic, the others failed. In reading, &c. they did pretty well on the whole.

“The third and fourth classes are under the care of Choonyloll Goopto and might very well be united.

Fifth Class.—“This class contains ten lads. In Arithmetic four failed, the rest passed creditably. Two failed in reading, the others passed pretty well.

Sixth Class.—“This class is divided into four sections, the first section contains three lads: these were examined in reading and Arithmetic, one passed very well, the others did nothing. The remaining sections of this class are chiefly new admissions and were not examined.

“The fifth and sixth classes, together with the sections of the sixth, are under the care of Deen Moohummud. It is impossible for one master to teach these sections separately, one hour to each would consume the whole of the working hours. These junior classes require to be constantly drilled. The five divisions under the care of Deen Moohummud might be formed into three sections at most, and the masters of the senior classes whose amalgamation has been recommended might devote each an hour a day in assisting Deen Moohummud with his classes. Under the present system it would be unjust to blame the masters for not bringing their classes up to the standard required. If each master had a reasonable standard fixed for his class and could devote his time exclusively to it, then a greater proficiency might be expected, and if not attained, it would be easy to determine on whom the blame rested.

PRIZEMEN.

First class, Moohummud Hossein.	} Good conduct prizemen.
Second class, Serajood-Deen.	
Third class, Mahdub Jan.	

Fourth class, Munseerood-Deen.	} Good conduct prizemen.
Fifth class, Abdoollah 2nd.	
Sixth class, Abdool Ruhman 2nd.	

Imdad Ali, second class,	} Good conduct prizemen.
Abdool Ruhman, fourth class,	
Buzloor Ruhman, fifth class,	

Anglo-Arabic Department. “This department consists of three divisions under the care of Mr. Lawler.

First Division.—“This division contains four students. They were examined in Arithmetic as far as fractions, No. 3 Poetry reader, Geography, Grammar, and a portion of Goldsmith’s Essays. They worked arithmetic slowly and inaccurately and their knowledge of English is very scanty. Three out of four got through three propositions of Euclid from the first book tolerably.

Second Division.—“This division contains five students. They were examined in Arithmetic as far as fractions, Reader No. 3, and Clift’s Geography. Three out of five passed badly in every thing, the other two did better.

Third Division.—“This division contains six students. They were examined in Arithmetic as far as long division, and in Reader No. 2, Waseemood-Deen was the only one that passed satisfactorily.

“In this department there is an unnecessary division of the students. Two divisions are ample and the standard of the first division ought to be very low. Many of the boys in this department are unable to understand a very simple question if expressed in English.”

PRIZEMEN.

First division, Abdool Lutteef.

Second division, Abdool Ruhman.

Third division, Wusseemood-Deen.

Gholam Surwur, good conduct prize.

The examiner of this department was Pundit Madanmohun **Bengali De-** Turkalankar, Professor of Literature in the
partment. Sanscrit College, whose report is subjoined:

“The first class contains six students, of whom three only were present. I gave them a passage from the Probodhachundrika, which they read, explained and parsed satisfactorily. They translated also into Bengali a passage of Bagobahar. Their performance, as proceeding from Moohummudan youths, was, on the whole, creditable. Allahdad Khan appeared to me to be the best of all, and I beg therefore to recommend him for a prize.

“The second class consists of six pupils, of whom two were absent. They read and explained a passage of the Hitopodesha with fluency and accuracy, and shewed much aptitude in spelling words correctly. I required them to translate the passage of Bagobahar along with the first class; they performed the task tolerably well. Abdool Humeed is the best of the class and deserves a prize.

“The third class contains five students, all of whom were present. They read and explained the passage given to them so very satisfactorily and spelled the words so very correctly, that I was impressed with the idea that they study Bengali with much diligence and attention. Two students particularly, viz., Siddee Acbar and Abdoolah, distinguished themselves most, and are therefore strongly recommended for prizes.

Fourth class.—“This class is split into two divisions; the first consists of ten pupils, of which number five were absent; the second division consists of six pupils, all of whom were present.

“The manner in which the students of the first division passed through their ordeal, convinced me that they pay due degree of diligence and attention to their study. Allamud Ally is the best of the division and deserves a prize. The pupils of the second division acquitted themselves very creditably. They gave the accurate meaning of all the difficult words put to them, and their pronunciation was very precise and correct. Abdoolah 2nd and Fuzuar Ruhman deserve prizes.

“The fifth class is composed of five pupils. They are all very young. The manner of their reading and spelling words is very satisfactory. Belejat Hossein was by far the most distinguished of the class, and is therefore recommended for a prize.

“In conclusion I beg to state that the general result is satisfactory.”

The scholarship examinations of the Calcutta Mudrissa were conducted in the usual manner in the examination hall of the College, on the 23rd, 24th, 26th, 28th, 29th and 31st October, under the superintendence of Captain Hayes. There were fifty-six competitors for junior scholarships, of whom four were out-candidates, and thirty for senior scholarships. The subjoined is the list of those who gain and retain according to Captain Hayes's award:

Scholarship Examinations.

SENIOR SCHOLARSHIPS OF RUPEES TWENTY.

1 Wujh Ullah.	3 Abdul Huq.
2 Sadut Alee.	4 Moohummud Raschid.

SENIOR SCHOLARSHIPS OF THE SECOND GRADE OF RUPEES FIFTEEN.

1 Moohummnd Ilahadad.	5 Reazuh Ullah.
2 Abdus Sitar.	6 Moshuruf Alee.
3 Saadut Alee.	7 Ifhaqud Deen.
4 Wahid Ullah.	8 Moohummud Wazeer.

JUNIOR SCHOLARSHIPS OF RUPEES EIGHT.

1 Toorab Alee.	9 Zeawud-Deen.
2 Ahmud.	10 Moohummud Abdulhakeem.
3 Moohummud Fuz.	11 Habeeb Ullah.
4 Rahman Bukhsh.	12 Abdul Kadir.
5 Abdullah Khan.	13 Abdul Wahid.
6 Nujoomud-Deen.	14 Basheer Ullah.
7 Ashabud-Deen.	15 Ishan Ullah.
8 Gholam Rabbanee.	16 Abdul Wahab.

In March last, the Government called upon the Council of

12. "We do not object to the grant of 100 rupees per mensem for establishing an English class in the Calcutta Mudrissa, although we must remind you that the view taken by the Arabic students, as expressed in the letter of the Secretary to the Mudrissa

Grant for establishing an English class in the Mudrissa.

of the 24th June 1847, is undoubtedly correct, and that the English school already attached to that institution and supported from its funds was intended originally for the sole benefit of the Arabic students, not for that of more Juvenile scholars taken indiscriminately from all classes of the Moohummudan population of Calcutta. It is no doubt of much greater importance that a knowledge of English should be imparted to Moohummudans of cultivated and matured understandings who cannot fail to exercise extensive influence over their countrymen, than to communicate a mere elementary use of it, to the children of

Education to furnish a report on the English department of the Mudrissa, consequent upon instructions received from the Hon'ble Court of Directors, an extract of whose despatch on the subject is given in the margin. In addition to the points of re-

individuals of inferior consideration. Had the original intention been adhered to, there would not now have been any necessity for a special grant for its ultimate fulfilment, and we trust that the Government of Bengal will find it practicable and in conformity with your injunctions to make such reductions elsewhere in the educational outlays, and if possible in the cost of the elementary English school of the Mudrissa as shall provide for the salary of the English teacher of the Arabic students of that institution."

ference noted in the Hon'ble Court's despatch, the Council were required to submit a summary of the past history of the English school of the Mudrissa,

and to explain what connexion exists in point of fact between the English school of the Mudrissa and the Mudrissa itself, other than that in matters of account arising from the payment of the expenses of the school out of the sum appropriated for the Mudrissa generally.

The Council were also requested, with reference to Mr. Secretary Bushby's letter of the 16th October 1847, to state in what manner they propose to make the reduction of the extra grant, which under those orders it is necessary to keep in view, without affecting injuriously the really important object of affording the respectable Moohummudan young men attending the Mudrissa, the means of acquiring the English language.

The subject is still under consideration.

The books in the Arabic library are in good condition, and the room is water-proof. The books of the English library are also in good condition, but they have been removed to the office room on account of the leaking of the roof of the library room.

State of the Libraries. The whole of the buildings were repaired during March last. The roof of the examination hall fell in during the rains, having been originally extremely badly constructed: since the completion of the repairs it still leaks, and is so infested with white ants as again to threaten to fall in.

Russapuglah School.

MANAGING COMMITTEE

As on the 30th September 1850.

CAPTAIN F. F. C. HAYES, M. A., *Officiating Superintendent.*
 HIS HIGHNESS PRINCE GHOLAM MOOHUMMUD.
 PRINCE MOOHUMMUD BUSHEEROO-DEEN.
 NAWAB KYROOLAH KHAN.
 SAHIBZADAH MOOHUMMUD JULLALOO-DEEN.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. W. Scott, ...	<i>Head Master,</i> ...	150	29th May 1846.
Babu Hurryrnath Chat-terjee, ... }	<i>Assistant,</i> ...	50	21st Jan. 1847.
Mouluvee Nassiroodeen, ...	<i>First Persian Teacher,</i>	60	21st June 1848.
Mouluvee Seennutoolah, ...	<i>Second Persian Teacher,</i>	50	21st June 1848.
Ram Chunder Bidda-lankar, ... }	<i>Bengali Pundit,</i> ...	50	28th Oct. 1845.
House Rent, ...	... ..	60	
Servants, ...	... ..	13	
Total, Co.'s Rs., ...	... ..	433	

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government Order, dated 1st October 1838.	Nature of Charge.	
				Items.	Total.
			7200	English Teachers,	2340 0 0
				Vernacular Teachers, ... }	1920 0 0
				House Rent,.....	780 0 0
				Government Book Agent, }	628 5 3
				Contingencies,...	226 13 3
					5895 2 6

There are four classes in this school; the number of pupils in the first is 3, in the second 14, in the third 13, in the fourth 32.

**Examination
of English De-
partment.**

Mr. Jones, of the Hindu College, who examined the English department, reports as follows :

“The greater portion of the first class left the school during the year, and it now contains only three students, and these passed the junior scholarship examination at the Hindu College.

“The classes which I examined are not further advanced in their studies than the lower classes of the junior department, Hindu College, and they are not well grounded in what they profess to have learned. I was informed that these classes receive only one hour and a half of instruction in English daily, which sufficiently accounts for the small progress they have made. To render the school efficient, it would be necessary to engage an additional teacher and to devote at least three hours daily to instruction in English. This would draw a number of intelligent boys to the school and give them a chance of competing successfully for junior scholarships.

“There are some very excellent Free Schools in the vicinity of this institution, and unless higher inducements be held out than are at present offered, I think it improbable that Hindu parents will feel inclined to send their children to a pay school where so little English is taught. Novelty may for a time attract a few boys to the school, but under the present system it will be in vain to expect it to be filled permanently with intelligent and diligent lads.”

The classes of the Bengali Department were examined by Prince Moohummud Jullaloodeen whose report is as follows :

**Bengali Depart-
ment.**

“At the suggestion of Prince Gholam Moohummud and the other members of the School Committee, I undertook to conduct the examination of the Bengali department of the institution, but finding, I had more to do than I could possibly get through, I was induced to ask the head master to lend his assistance on the occasion.

“The first class which last year consisted of many more pupils, has this year been so divested as to leave only three on the list, the best part of them having joined the Medical College, some having obtained small situations in and about Calcutta, and the remainder that might with propriety be termed *refuse*, being left to take their chance at the junior scholarship examinations. These consequently were not examined by me.

“The second class was composed of six pupils, all present, with the exception of one lad, said to have been sick. Every one of them acquitted himself quite to my satisfaction in the reading of several of the pages of the *Pooroosh Parikhya*, but in the spelling of compound words there was a marked deficiency. In grammar they were tolerably well up, and in translation of English sentences into Bengali, they exhibited fair ability. This is the most promising class at present, and will, if joined by a few more lads, do exceedingly well next year. I would recommend two lads—Gopal Chunder Munnah for the first prize, and Bejoygopal Mookerjee for the second.

“ In the third class are eleven boys, two of whom were absent without leave and two sick. Those present were examined with more than usual strictness by Mr. Scott in the reading and explanation of a full page of the *Hetopodesh* that had never before formed part of their lessons, and in this, all with a few exceptions, gave general satisfaction. The only fault (if I may here be allowed so to use the term) was a considerable slowness with which they proceeded; but this is easily accounted for, and could not but be expected. I agree with Mr. Scott in pronouncing Koylash Chunder Chatterjee, the most worthy of a prize, and as there was another very intelligent youngster, Nobin Chunder Bannerjee, who made many creditable replies, I beg that he also receive some small reward. The pupils of the fourth class, eight in number, were engaged in *Niti Kotha*, Part I. One half of them did tolerably, the rest failed entirely to explain the meaning of what they had read. By way of encouragement alone, I would request that Woomesh Chunder Gooptoo, the most regular in attendance, receive some trifling gift, for I have not been able to discover in this class any meritorious youths worth recording, or recommending on the ground of proficiency for award.”

Three Hindu lads of the Russapuglah School presented themselves as candidates for junior scholarships. They were directed to attend at the junior scholarship examination of the Hindu College, and the subjoined tabular statement exhibits the number of marks they obtained in each subject and the result of the competition.

Hooghly College.

COLLEGE OF HADJI MOOHUMMUD MOHSIN AND ITS
SUBORDINATE INSTITUTIONS,

1849-50.

ESTABLISHED ON THE 1ST AUGUST, 1836.

FOURTEENTH YEAR.

Establishment as on the 1st October, 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
J. KERR, Esq., M. A., ..	<i>Principal,</i>	600	29th Oct. 1848.
R. THWAYTES, Esq., { B. A.,	<i>Professor of Mathema- tics,</i>	500	3d Dec. 1846.
<i>English Department.</i>			
J. Graves, Esq., B. A.,..	<i>Head Master,</i>	400	1st Nov. 1844.
W. Brennand, Esq.,	<i>Second Master,</i>	300	22d Nov. 1845.
<i>Senior Division.</i>			
Babu Eshanchundra Ba- norjya,	<i>Master, Second Class, } Section A.,</i>	200	1st Aug. 1846.
Mr. T. W. Clermont, ..	<i>Master, Second Class, } Section B.,</i>	200	1st Jan. 1846.
Babu Moheshchundra Banorjya,	<i>Master, Third Class, } Section A.,</i>	130	1st Jan. 1846.
Mr. A. Ure,	<i>Master, Third Class, } Section B.,</i>	130	1st Jan. 1846.
<i>Junior Division.</i>			
Babu Nobinchunder Doss,	<i>Master, First Class, } Section A.,</i>	100	6th April 1846.
Babu Bolloram Bisswas,	<i>Master, First Class, } Section B.,</i>	90	1st Jan. 1846.
Babu Madhubchunder Dutt,	<i>Master, Second Class, } Section A.,</i>	70	1st Jan. 1846.
Babu Bissonauth Sing,	<i>Master, Second Class, } Section B.,</i>	70	3rd June 1850.
Babu Shamachurn Moo- kerjee,	<i>Master, Third Class, } Section A.,</i>	70	1st Jan. 1846.
Babu Bhuggobutty- churn Mullick,	<i>Master, Third Class, } Section B.,</i>	50	1st Jan. 1846.
Babu Bhobanychurn Mullick,	<i>Master, Fourth Class, ... }</i>	40	18th Nov. 1846.
Mr. J. Vogel,	<i>Writing Master,</i>	70	1st Mar. 1841.
Babu Juggessur Ghose, ..	<i>Librarian,</i>	50	7th June 1850.

Bengali Department.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Obhoyachurn Turko-punchanun,	<i>Superintending Pundit, ..</i>	60	20th Aug. 1836.
Gobindchunder Sero-monee,	<i>Head Pundit,</i>	41	14th Oct. 1836.
Bhuggobanchunder Bissarad,	<i>Second Pundit,</i>	30	14th Oct. 1836.
Kasseenauth Turko-bhooshun,	<i>Third Pundit,</i>	20	14th Oct. 1836.
Gobindchunder Bissarad, ..	<i>Fourth Pundit,</i>	20	16th Jan. 1846.
Gopaulchunder Bidya-needhee,	<i>Fifth Pundit,</i>	20	16th Jan. 1846.

Arabic Department.

MUDRISSA.

Mouluvee Moohummud Akber Shah,	<i>Head Mouluvee (Sunnee,)</i>	300	1st Aug. 1836.
Mouluvee Ali Azhur,	<i>Head Mouluvee (Sheea,)</i> ..	300	12th Aug. 1848.
Mouluvee Ghoolam Mukdhoom,	<i>Second Mouluvee (Sunnee,)</i>	100	14th June 1848.
Mouluvee Moohummud Mustaqim,	<i>First Mouluvee, Lower School.....</i>	100	1st Aug. 1836.
Mouluvee Ubdoor Ruhman,	<i>English Teacher,</i>	90	13th Dec. 1848.
Mouluvee Rumzan Ali, {	<i>Second Mouluvee, Section A.,</i>	80	1st Aug. 1836.
Mouluvee Furraghut Ali, {	<i>Second Mouluvee, Section B.,</i>	80	1st Aug. 1836.
Mouluvee Moohummud Taqi, {	<i>Third Mouluvee, Section A.,</i>	80	12th June 1837.
Mouluvee Toluttuff Hosein, {	<i>Third Mouluvee, Section B.,</i>	70	12th Mar. 1839.
Babu Obhoychunder Bromocharry,	<i>Teacher of Government Regulations,</i>	60	15th June 1847.
Mouluvee Nusseerooddeen,	<i>Fourth Mouluvee, Section A.,</i>	36	12th Sep. 1836.
Mouluvee Moohummud Modessur,	<i>Fourth Mouluvee, Section B.,</i>	36	5th Sep. 1845.
Mouluvee Tofuzzul Hosein,	<i>Urdu Teacher.....</i>	36	15th Jan. 1846.
Hurrochunder Turkobagish,	<i>Bengali Teacher,</i>	26	16th Jan. 1846.
Abdool Ali,	<i>Librarian,</i>	30	19th Apl. 1842.
Mirza Mobarak Ali,	<i>Writing and Drawing Master,</i>	40	1st Oct. 1836.

Office Establishment.

Three Writers, a Collecting Sircar and Seventeen Servants 179.

Hooghly Branch School.

ESTABLISHED ON THE 4TH DECEMBER, 1837.

*Establishment as on the 1st October, 1850.**English Department.*

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Khettermohun Chatterjee,	Head Master,	200	12th Nov. 1843.
Babu Chundernauth Moitry,	Second Master,	80	6th Jan. 1846.
Babu Sreenauth Banorjee,	Third Master,	50	16th July 1838.
Babu Dwarkanauth Chatterbutty,	Fourth Master,	50	18th May 1848.
Babu Neelmoney Doss, ..	Fifth Master,	30	31st Mar. 1846.
Babu Chundermohun Banorjee,	Sixth Master,	25	25th May 1847.

Oriental Department.

Mouluvee Ismutoollah, ..	Head Mouluvee,	40	8th April 1848.
Mouluvee Ulee Ushghur,	Second Mouluvee,	30	8th April 1848.
Sreeram Seromonee,	Head Pundit,	20	1st Dec. 1837.
Tarucknauth Turkolunkar,	Second Pundit,	16	29th May 1847.
Koylashchunder Bhutacharjee,	Arithmetical Teacher,	16	1st Dec. 1846.

Four Servants 22.

Hooghly Infant School.

ESTABLISHED ON THE 1ST FEBRUARY, 1839.

Establishment as on the 1st October, 1850.

Mr. T. M. Gomess,	English Teacher,	100	
Nobocoomar Mozoomdar,	Bengali Teacher,	20	

One Servant.

Statement exhibiting the Number, Caste, &c., of the Pupils of the College of Moohummud Mohsin and its Subordinate Institutions as on the 30th September, 1850.

INSTITUTIONS.	Number of Pupils.	Chris- tians.	Moohum- mudans.	Hindus.
College of Moohummud Mohsin,	409	3	5	401
Hooghly Branch School,	182	2	2	178
Hooghly Infant School,	48	0	5	43
Mudrissa of Moohummud Mohsin,	180	1	160	19
Hooghly Muktab,	52	0	41	11
Seetapore Mudrissa,	40	0	40	0
Total,.....	911	6	253	652

Statement of Students from 1st October 1849 to 30th September 1850.

INSTITUTIONS.	Chris- tians.	Moohum- mudans.	Hindus.	Total.
ENGLISH DEPARTMENT.				
College.				
Number of Admissions,	4	1	106	
Dismissals,	1	1	19	
Withdrawals,	10	....	84	
Deaths,.....	..	....	2	
on the Rolls ending September 1849,	10	5	400	415
ditto September 1850,	3	5	401	409
Daily average attendance, .....	..	....	....	369
Branch School.				
Number of Admissions,	1	1	35	
Dismissals, .....	..	....	2	
Withdrawals, .....	..	....	41	
Deaths,.....	..	....	4	
Promotions,.....	..	....	4	
on the Rolls ending September 1849,	1	1	194	196
ditto September 1850,	2	2	178	182
Daily average attendance, .....	..	....	....	161
Infant School.				
Number of Admissions, .....	..	3	25	
Dismissals, .....	..	....	4	
Withdrawals, .....	..	....	7	

INSTITUTIONS.	Chris- tians.	Moohum- mudans.	Hindus.	Total.
<i>Infant School.—Continued.</i>				
Number of Deaths,.....	..	....	2	
Promotions to Branch School, ....	..	2	10	
on the Rolls ending September 1849,	..	4	41	45
ditto September 1850,	..	5	43	48
Daily average attendance, .....	..	....	....	34
Number on the Rolls on 1st October 1849,....	11	10	635	656
ditto 1st October 1850,....	5	12	622	639
Daily average attendance, .....	..	....	....	564

Statement of Students from 1st Oct. 1849 to 30th Sept. 1850.

INSTITUTIONS.	Chris- tians.	Moohum- mudans.	Hindus.	Total.
ARABIC DEPARTMENT.				
<i>Mudrissa.</i>				
Number of Admissions,	1	41	8	
Dismissals, .....	..	16	1	
Withdrawals,	2	41	5	
Deaths, .....	..	4	....
on the Rolls ending September 1849,	2	180	17	199
ditto September 1850,	1	160	19	180
Daily average attendance, .....	..	....	....	137
<i>Hooghly Muktab.</i>				
Number of Admissions, .....	..	24	13	
Dismissals, .....	..	15	4	
Withdrawals, .....	..	2	12	
Deaths, .....	..	2	2	
Promotions to Branch School, .....	..	2	....
on the Rolls ending September 1849,	..	46	8	54
ditto September 1850,	..	41	11	52
Daily average attendance, .....	..	....	....	41
<i>Seetapore Mudrissa.</i>				
Number of Admissions,				
Dismissals,				
Withdrawals,				
Deaths,				
on the Rolls ending September 1849,	..	....	....	40
ditto September 1850,	..	....	....	40
Daily average attendance, .....	..	....	....	38
Number on the Rolls on 1st October 1849,....	2	266	25	293
ditto 1st October 1850,....	1	241	30	272
Daily average attendance, .....	..	....	....	216

Statement exhibiting the number of Scholarship-holders and Pay and Free Pupils of the College of Moohummud Mohsin and its Subordinate Institutions on the 30th of September 1850.

INSTITUTIONS.	Scholarship-holders.		Free Scholars.		Pay Pupils.	Free Pupils.	Total.	Remarks.
	Junior.	Senior.	Junior.	Senior.				
College of Moohummud Mohsin,	*20	7	17	2	332	31	409	* Including 9 junior scholarships tenable at the College as follow: Hooghly Branch } 4 School, } Zemindary, 2 Cuttack, 2 Baraset, 1 9
Hooghly Branch School, ..	0	0	0	0	148	34	182	
Hooghly Infant School, ..	0	0	0	0	0	48	48	
Mudrissa of Moohummud Mohsin,	14	9	0	0	†9	148	180	
Hooghly Muktab,	0	0	0	0	0	52	52	
Seetapore Mudrissa,	0	0	0	0	0	40	40	
Total,	34	16	17	2	489	353	911	† Regulation Class, 8 Anglo-Persian, } 1 Class,

Statement exhibiting the number of Students studying different languages in the College of Moohummud Mohsin and its Subordinate Institutions on the 30th September 1850.

INSTITUTIONS.	Arabic and Persian.	English.	Urdu.	Bengali.	Remarks.
College of Moohummud Mohsin, ...	....	409	..	409	
Hooghly Branch School, .....	...	182	..	182	
Hooghly Infant School, .....	....	48	..	48	
Mudrissa of Moohummud Mohsin, ..	134	71	78	26	
Hooghly Muktab,	52	18	..	..
Seetapore Mudrissa,	40	..	..	..
Total,	226	728	78	665	

*Schooling Fees realized from 1st October 1849 to the 30th
September 1850.*

MONTHS.	AMOUNT OF SCHOOLING REALIZED.									Remarks.
	College.			Branch School.			Total.			
October 1849,	309	0	0	173	8	0	482	8	0	*The small amount of Schooling fees this month is on ac- count of Holydays after the Distribu- tion of Prizes.
November „	845	8	0	214	8	0	1060	0	0	
December „	638	0	0	212	0	0	850	0	0	
January 1850,	74	8	0	34	8	0	*109	0	0	
February „	930	12	0	362	8	0	1293	4	0	
March „	739	8	0	204	0	0	943	8	0	
April „	555	0	0	213	8	0	768	8	0	
May „	586	0	0	203	0	0	789	0	0	
June „	524	8	0	202	8	0	727	0	0	
July „	619	0	0	209	0	0	828	0	0	
August „	508	0	0	189	8	0	697	8	0	
September „	551	8	0	182	8	0	734	0	0	
Total,	6881	4	0	2401	0	0	9282	4	0	
Average per month, . .	573	7	0	200	1	4	773	8	4	

	College.			Branch School.		
Amount of Schooling fees collected from 1st October 1848 to 30th September 1849, ..	6529	12	0	2254	4	0
Amount of Schooling fees collected from 1st October 1849 to 30th September 1850, ..	6881	4	0	2401	0	0
Schooling fees receivable in September 1849,	588	8	0	198	0	0
Schooling fees receivable in September 1850,	597	8	0	194	0	0

*Local Receipts and Disbursements of the College of
from 1st October 1849*

RESOURCES OF ANNUAL INCOME.														
Separate Fund.			Assignment from Parlia- mentary Grant.			Total.			Assignment from additional Grant dated 16th December 1850.			Establishment and expenses as fixed by Govt. dated 16th Dec. 1840.		
Interest of Fund un- der orders dated 30th March 1836, 41316 0 0														
1/8th share of the pro- ceeds of the Syud- pore Trust Estate, under orders dat- ed 30th March, 1836, 6000 0 0														
			0 0 0			*47316 0 0			*28902 0 0			*81018 0 0		
Schooling (College,) 6881 4 0														
Do. (Branch School,) 2401 0 0														
Fines (College,) .. 496 12 7 3/4														
Do. (Branch School,) 32 10 3 1/4														
			0 0 0			9811 10 11			57127 10 11					

* Copied from the General Report on Public Instruction

*Moohummud Mohsin and its Subordinate Institutions
to 30th September 1850.*

				ACTUAL CHARGES FOR 1849-50.		
Nature of Charge.	Items.			Total.		
<i>College of Moohummud Mohsin.</i>						
Principal and Professors,	21600	0	0	71994	9	4 $\frac{3}{4}$
English Teachers,	16597	0	4			
Vernacular Teachers,	18780	0	0			
Medical Attendant,	1200	0	0			
English Scholarships,	4610	12	8 $\frac{1}{4}$			
Oriental Scholarships,	4749	13	10 $\frac{1}{2}$			
Establishment,	2148	0	0			
Contingencies,	2131	11	1			
Extra Teacher,	155	11	5			
Schooling and deposit for Books refunded,	21	8	0			
<i>Hooghly Branch School.</i>						
English Teachers,	5220	0	0	7620	10	10
Vernacular Teachers,	1464	0	0			
English Scholarships,	384	0	0			
Establishment,	264	0	0			
Contingencies,	253	5	7			
Deposit for Books refunded,	35	5	3			
<i>Hooghly Infant School.</i>						
English Teachers,	1200	0	0	1536	0	0
Vernacular Teachers,	240	0	0			
Establishment,	60	0	0			
Contingencies,	36	0	0			
<i>Seetapore Branch School.</i>						
(From 1st October 1849 to 17th January 1850.)						
English Teachers,	466	7	2 $\frac{1}{2}$	622	11	1 $\frac{1}{2}$
Vernacular Teachers,	56	12	4 $\frac{1}{2}$			
Establishment,	33	4	7 $\frac{1}{2}$			
Contingencies,	66	2	11			
Total, Co.'s Rupees,	0	0	0	81773	15	4 $\frac{1}{4}$

for 1840-41 and 1841-42, pp. 151 and 162.

In May last Captain Hayes, M. A., acting Principal of the Calcutta Mudrissa, was appointed to officiate as visitor of the Oriental Department of the College, for the purpose of conducting the annual examinations and regulating the studies of that department.

Changes in the Establishment.

Babu Sreenauth Dutt, teacher of the second class, section B of the junior school, having been appointed by the Sudder Court to the situation of moonsiff of Dinagepore, the Council of Education selected Babu Bissonauth Sing, one of the teachers of the junior school of the Hindu College, to succeed him. The Council would have been glad to have promoted the junior masters to the vacant situation, instead of introducing a stranger, if they had qualified themselves for such promotion by obtaining certificates of qualification. The College has lost in Sreenauth Dutt a very efficient teacher, whose amiable and cheerful disposition and strict attention to his duties gained the esteem of all who knew him.

Babu Chunder Mohun Banorjea, sixth teacher of the Branch School at Hooghly, begged to be allowed to exchange situations with Babu Bunkobeharry Neughee, one of the teachers of the Branch School attached to the Hindu College. The Council of Education having ascertained that both parties were equally desirous of exchanging situations, and the Hindu College Committee offering no objection, the request was complied with.

Babu Chundychurn Shome, the late intelligent librarian of the College, died of Smallpox in December last. The vacant situation was advertized in the *Government Gazette*, and out of a large number of candidates, Hurrogobind Sen, a senior scholarshipholder of the Hindu College, who stood high in the Council's list of candidates for Government employment, was considered the best qualified. He took charge of the library in January last, but in a few months he obtained the situation of second master of the school at Bauleah. He was succeeded as librarian by Jogguessur Ghose.

The only other changes among the teachers and others attached to the College have been temporary, occasioned by absence on leave.

Mr. Brennand, assistant Professor of Mathematics, obtained leave of absence in July, and was deputed by the Council of Education to inspect the schools in Arracan and Moulmein.

On his return, an extension of leave was granted, and the Council directed him to inspect the schools at Patna, Bhau-gulpore, Bauleah, Mozufferpore and Gya. The following arrangements were sanctioned for the performance of his duties during his absence. The Professor of mathematics and the head master taught Mr. Brennand's students in mathematics and history respectively, and in order to fill up the vacant hours in the College Department caused by Mr. Brennand's absence, the Principal and superintending pundit devoted between them nearly an hour and a half a day to the superintendence of that department, in addition to their ordinary work.

In consequence of the Smallpox being in their family, Babus Eshanchundra Banorjea and Moheschundra Banorjea applied in December last for leave of absence for three weeks, and as there was some danger of their bringing the disease into the College if they continued their attendance, leave of absence was granted. Before this leave expired, a fresh case of Smallpox broke out in their family, followed by a fresh application for an extension of leave for three weeks more.

Babu Sreenauth Banorjea, one of the masters of the Branch School at Hooghly, applied for leave of absence for thirteen days for the performance of certain ceremonies on the death of his mother. The period of absence was considered excessive, but the pundits declared that it was necessary, and it was allowed.

The Branch School at Seetapore, which had long been in a languishing state, was finally abolished in December last. One of the principal causes of the ill success of this school was the unhealthiness of the district in which it was situated. The head master, a European, suffered much from repeated attacks of sickness, and was thus prevented from attending to his duties with uninterrupted regularity. Nor are the people of the surrounding district much alive to the advantages of education. The school was at first established in consequence of certain funds being left for the purpose of a Mudrissa, which is still kept up, and not on account of any very favourable prospect presenting itself in the state of the people for diffusing education among them.

On the abolition of the school, Mr. Fox, the head master, was transferred to the College as a supernumerary teacher, until he could be otherwise provided for. He was subsequently appointed head master of the school at Sylhet, after

acting as a supernumerary teacher in the College for between two and three months. The second master, Mohendernauth Banorjea, was also temporarily attached to the College to assist in teaching the youngest class. He has since been appointed fourth master of the school at Bauleah. The Council will take the earliest opportunity of providing for Nrisinghdeb Seromony, the pundit of the Seetapore School, on the occurrence of a suitable vacancy.

In March last the Council of Education forwarded, for the information of the Professors

Studies, and other matters brought to the notice of the Council.

of the College, a Minute by the Honorable President, proposing certain changes in the

scheme of scholarships and the standard of study in connection with them. The Council at the same time desired to be favoured with a report as to the extent to which the proposed changes could be brought into operation at the end of the current session, and as to what would be the effect, in regard to the Zillah Schools attached to the Hooghly College, of raising the standard of junior scholarships to the extent proposed. The following are extracts from the reply received.

“ It appears to us that all the principal improvements proposed in the Minute might be introduced without inconvenience at the end of the session, six months hence. The following can be introduced without any modification.

1. “ The examination for gaining junior scholarships to be confined to the first class of the School Department, and meritorious pupils of the second and third classes to be rewarded with book prizes.

2. “ The alteration in the number of marks allowed in each subject of study, as proposed in the President’s Minute.

3. “ The proposed distinction, by means of two kinds of certificates, between those students who have gone through the whole course of study and those who have not gone through the whole course.

4. “ The allotment of the senior scholarships to the three highest classes of the College Department, in the manner proposed.

“ The first class in literature will, according to the proposed scheme, comprise the first, second and third classes in mathematics, and the second class in literature will be composed of the fourth class in mathematics. It would be more convenient, as regards this College, if the first class in literature were to comprize the first and second classes only in mathematics, and if the second class in literature were to comprize the third and fourth classes in mathematics.

“ With reference to the rule which requires that junior scholars of one year shall be examined in the subjects of study of the fourth class of the College Department, we are of opinion that it may take effect at the ensuing examination in regard to Omertolall Ghose and Rajjodhur

Roy, but not in regard to Waris Ali, the only other college junior scholar of one year. Omertolall Ghose and Rajjodhur Roy were promoted to the College Department last year, but Waris Ali is still a pupil of the School Department, and would not be able to pass a good examination in subjects which he has not been studying during the year. We would propose that he should be considered on the same footing as Zillah School pupils. The remaining junior scholars of one year are all from the Zillah Schools, and the new rule applicable to Zillah School scholars would apply to them.

The junior scholars of two years' standing (that is, the greater part of the students of the fourth class) have been only one year in the College Department, and we would therefore propose that they should be considered on the same footing as scholars of one year, *one-half* the number of marks instead of *two-thirds* entitling them to carry up their scholarships to the third class.

" Similarly with regard to the third, second and first classes of the College Department, the new rules may come into operation at once, provided the students be considered of one year's standing in the classes to which they respectively belong, and be examined in the subjects of study of those classes, the scholarships now held being retained on one-half of the number of marks, or, in other words, the rule requiring two-thirds of the number of marks for carrying up a scholarship from a lower to a higher class being held in abeyance for the next session.

" We are further called upon to report as to what would be the effect, in regard to the Zillah Schools attached to the Hooghly College, of raising the standard of junior scholarships 'to the extent proposed.' We are unable to give a distinct reply to this part of your letter, as we do not find any new standard in regard to the subjects of examination for junior scholarships laid down in the President's Minute. But speaking generally, we are of opinion that any standard suitable for the first class of the School Department of the College, would be much too high for the pupils of Zillah Schools, and that a reduction of the numerical standard to the extent of 10 per cent. should be made in favour of the latter."

In June last, the Principal addressed the following letter to the Council of Education, on the subject of the establishment of fellowships, in a modified form, in connection with the Colleges of this country, and though the proposal did not lead to any immediate result, it is desirable to keep it in view, and it may be revived under more favourable auspices at some future period.

" It has occurred to the Professors of this College that the introduction of fellowships, on a small scale, in connexion with the Colleges under the Council of Education, is not wholly impracticable. I beg leave to submit, for the consideration of the Council, the outline of a scheme capable of being introduced almost immediately, and which would be attended with very considerable advantages.

" It is a frequent subject of complaint and of regret to all true friends of native education, that our students on leaving the College, where they have been educated, are apt to forget what they have learnt. The process of forgetting is in some cases extremely rapid. A remedy, to a

certain extent, for this evil may be found in the institution of fellowships, tenable for a limited number of years, (say four, five or six,) and subject to the condition that the holder shall perform certain prescribed duties in the College during that period.

“ One of the masterships in the senior division of the school, might always be filled by a fellowshipholder, who would perform for the period for which the fellowship is tenable, the regular duties of a master.

“ Another fellowshipholder might be very usefully employed in teaching, under the direction of one of the Professors, a class or section of a class of the College Department, and in assisting whenever required in examining exercises. There is abundant room at present in this College for the employment of at least one fellowshipholder in this way.

“ The first of these fellowships would be attended with no additional expense to the College. The fellowshipholder takes the place of one of the masters of the Upper School, and receives the salary attached to the situation.

“ The second fellowship would be attended with some expense, but with no more than would be fully repaid to the College by the fellowshipholder in the discharge of his prescribed duties.

“ These two fellowships would form a commencement ; but it is obvious that if the system were found to answer well, more than one of the masterships of the Upper School might be filled by fellowshipholders, and that employment might be found for more than one in the College Department also, according as the number of students in that department increases.

“ I would not propose that the fellowships should be tenable for a very long period. The object to be aimed at, in the first instance at least, is the introduction of a system by which the education of a student might be continued, and the influence of the College upon him felt, for a few years after he ceases to be a student, until he arrives at that age and that matured proficiency in his studies when he is less likely to go back.

“ There is no necessity when the proper time shall arrive for confining fellowshipholders exclusively to the Education Department, during the tenure of their fellowships. By a late order of the Sudder Dewanny Adawlut, candidates for the situation of Moonsiff require to undergo a previous course of training in the courts. A fellowship would afford honorable maintenance to a candidate for a Moonsiffship, while undergoing this training. There are other situations in which a fellowship would be equally useful, and in which our Colleges might, by means of fellowships, extend encouragement and support to some of their most deserving alumni after they have ceased to be students.”

The letter was ordered to be recorded for the present, as the Education funds did not now admit of the foundation of fellowships.

During the past year, a question, which it may be well to place on record for future guidance, arose between the two head Moulavees of the Mudrissa, one of whom is a Shea and the other a Soonee. One of the books read in the Mudrissa is the Hidayah, which treats of Moohummudan law. The

head Soonee Mouluvee contended that it belonged to him alone to teach from this book. On the other hand, the head Shea Mouluvee contended that it belonged equally to him, since his students equally with those of the head Soonee Mouluvee would be examined in Moohummudan law at the end of the year, some of the scholarship examination questions being always upon that subject. It is difficult to describe the eagerness and violence with which the question was discussed. Each party produced documents, facts and witnesses favourable to his side, and after every effort in this way seemed exhausted, new facts and new documents were brought forward. The question was at last referred to the Council, who passed the following order.

“ That both the Soonee and Shea head Mouluvees be allowed to teach the Moohummudan law, required in the Hon'ble Company's Courts, only on the assumption that it can be taught without reference to the doctrinal differences between Shea and Soonee; and, if it cannot be taught without reference to religious dogmas, that its study in the College will be prohibited altogether.”

This settled the point. Not a word more was said about it.

The students of the 1st class of the English department, have expressed a strong wish to attend the drawing class of the Mudrissa. They would be happy to attend for this purpose on certain days of the week for one hour before the College opens, so that the acquirement of this accomplishment may in no way interfere with their graver studies. The request is honorable to the students, and it will be a pleasure to comply with it. It is proposed that the drawing master of the Mudrissa shall attend on Tuesdays, Thursdays and Saturdays, from 9 to 10 o'clock A. M., to give lessons in drawing to the students of the College and of the senior school.

The only other point to be alluded to in connection with the studies of the College, relates to the Bengali class of the Mudrissa. There is no desire among the Moohummudan students to learn Bengali; and the consequence is that there are seldom more than two or three students, often not more than one, receiving instruction from the pundit at the same time. Those who do attend are chiefly Hindus of a very unpromising appearance. The smallness of the Bengali class cannot be charged to any deficiency on the part of the pundit who is both willing and competent, but to the utter absence of any desire among the mass of the students of the Mudrissa to learn Bengali. They regard it as a dialect of no dignity and of little use.

**Employment for
the Students.**

The undermentioned students have
left during the year for employment:

- 1 Hurrydoss Ghose, *Second Teacher, Baraset School, 50 Rs.*
- 2 Gopaulchunder Bhutto, *Darogah of Salt Chowkies, Howrah, 30 Rs.*
- 3 Shamachurn Ghose, *Office, Calcutta.*
- 4 Simon Peter Suringhy, *Student, Medical College.*
- 5 Simon Vogel, *Teacher, Free Church Institution at Chin-
surah.*
- 6 Uttawoor Ruhman, *Police Darogah.*

The following gentlemen have requested that they may be
furnished with a list of those students of the College who are
desirous of being employed in the Police department:

- | | |
|--------------------------------|--------------------------------------|
| S. Wauchope, Esq., | <i>Magistrate of Hooghly.</i> |
| E. Jenkins, Esq., | <i>Magistrate of Howrah.</i> |
| V. H. Schalch, Esq., | <i>Magistrate of Midnapore.</i> |
| E. S. Pearson, Esq., | <i>Magistrate of Poorneeah.</i> |
| J. Ward, Esq., | <i>Joint Magistrate of Pubnah.</i> |
| A. Littledale, Esq., | <i>Joint Magistrate of Maldah.</i> |
| E. Lautour, Esq., | <i>Joint Magistrate of Noacolly.</i> |
| W. B. Buckle, Esq., | <i>Offg. Magistrate of Sylhet.</i> |
| R. Abercrombie, Esq., | <i>Magistrate of Dacca.</i> |
| A. Pigou, Esq., | <i>Magistrate of East Burdwan.</i> |

List of candidates were forwarded to all the Magistrates
who called for them; and care was taken to include in the
lists the names of only those who were considered properly
qualified. A much greater number of Moohummudans than
of Hindus offered themselves as candidates.

Mr. Wauchope, the Magistrate of Hooghly, has appointed
Uttawoor Ruhman, whose name stood first in the list of can-
didates, to an acting Darogahship; and, if he conducts himself
well, he will receive the first permanent appointment that
falls vacant.

**Lapsed Scho-
larship.**

The following scholarships have lapsed
during the year:

- | | | | Rupees | |
|----|---------------------------------------|--|--------|--|
| 1 | Hurrydoss Ghose, | | 40 | |
| 2 | Gopaulchunder Bhutto, | | 40 | |
| 3 | Shamachurn Ghose, | | 30 | |
| 4 | Banemadhub Dey, (Midnapore,) | | 8 | |
| 5 | Uynool Islam, | | 50 | |
| 6 | Ubdoor Ruhman, | | 20 | |
| 7 | Moohummud Ufzul, | | 20 | |
| 8 | Moohummud Rashid, | | 15 | |
| 9 | Quaemood Deen, | | 15 | |
| 10 | Helalood Deen, | | 15 | |
| 11 | Umeenood Deen, | | 8 | |
| 12 | Uttawoor Ruhman, | | 8 | |

Moohummud Rashid had held his scholarship for the full period of six years, which is the first instance of the kind that has occurred in the Mudrissa. Abdoor Ruhman, who died of Smallpox, was one of the most proficient students of the Mudrissa. He held one of the two 50 rupees scholarships last year. He was equally distinguished for his good conduct.

Simon Peter Suringhy, a senior scholar, having solicited permission to be allowed to join the Medical College, retaining his scholarship, his request was complied with. He had a great desire to study medicine; and, as he possesses good abilities, and, being a native Christian, is entirely free from the prejudices of caste, few of our students would be more likely to benefit by the opportunity of acquiring knowledge which the Medical College presents. If he can only combine strength and steadiness of character with a love of knowledge, his success is certain.

Banymadhub Dey forfeited his junior scholarship for his long absence. He was absent for three months, first on account of sickness, and then, it is to be feared, on account of idleness and ignorance of the consequences.

Hurrynauth Ghosaul, a junior scholar, having fallen into ill health, and a change of climate being recommended by the doctor, he was allowed to join the Kishnaghur College, retaining his scholarship.

The Council of Education having resolved that when a scholarship lapses, the vacancy for the current year must be filled up by the free scholar whose name stands first in the list, the following students have come into temporary possession of scholarships, which they will hold until the 30th of September 1850.

1	Anundchunder Bose,	Rupees	8
2	Shamachurn Ghose, junior,	"	8

The guardian of two boys attending the Branch School at Hooghly being desirous that they should be transferred to the College, and the boys having always conducted themselves well in the former Institution, his desire was at once complied with. The head master of the Branch School thought it necessary to represent that this was a dangerous precedent, and that, if not sternly prohibited, the natural fickleness of Hindu boys would lead them now to pour into the College, now to pour back again into the Branch School, and that this unceasing change would prevent all steady progress in both Institutions. It was replied that formerly, when the great majority of the pupils received their education gratuitously, and restrictions to admission as

regards age and acquirements were few or none, such fickleness was undoubtedly productive of very great inconvenience, and required to be repressed with a firm hand. But now the case was much altered. Payment in advance, admission fees, limit as to age and a strict examination as to the acquirements of the candidate, were sufficient securities against any capricious change, and the wishes of parents to have their sons transferred from the Branch School to the College, or from the College to the Branch School, would therefore usually be complied with when the candidates were of good character.

Smallpox prevailed to a considerable extent in the district round Chinsurah towards the end of last year and the beginning of this year. Three or four cases which terminated fatally occurred in the College. One was that of the Librarian, and another that of a senior scholarshipholder of the Mudrissa. As soon as it became known that the infection had spread into the family of any of the teachers or students, these teachers or students were, at Dr. Ross's suggestion, prohibited from attending the College. By this means the disease was kept at a distance, and of the few cases that occurred, in no one instance, it is believed, was the infection caught in the College.

The Council of Education have received a favourable report of the zeal and attention to their duties of the masters generally both European and Native. The Professor of mathematics, the head master and the second master have, on every occasion, exerted themselves for the good of the College, in aiding the principal with their advice, in maintaining discipline and in diligent attention to their immediate duties of teaching the students committed to their charge. The principal feels that no three men could exert themselves more freely than they have done during the last two years, over which period alone his experience of the College extends. On no occasion has he observed the slightest backwardness or hesitation in the performance of their duties, but always the utmost readiness to perform them.

The conduct of the students is reported as, with one or two exceptions, quiet and orderly. It is true that one or two of the Mouluvees, in their monthly reports, represent certain boys as "flagrantly irregular and inattentive," and as "notoriously wicked," and advise that they should be "corrected with rods" according to ancient custom; but the Mouluvees are apt to use

these strong expressions after the oriental manner and without attaching any definite meaning to them. On enquiry it is generally found that the particular instances of misconduct are of no very aggravated character, and do not justify such severe censure. The displeasure of the Council was communicated to the Mouluvees for the exaggerated terms which they were accustomed to use; and it was intimated to them, that their remarks must in future be couched in terms appropriate to the misconduct upon which they deemed it their duty to animadvert.

It has been usual when a student, who received his education gratuitously, behaved ill, and when something severer than advice or reprimand appeared to be absolutely necessary, to change him from being a free pupil into a paying one. A case of this kind occurred last year, in which it appeared to the Principal and to the head master, that the boy had by his bad conduct forfeited the privilege of being a free pupil, and that the most suitable way of punishing him was to withdraw that privilege; and accordingly he was ordered to pay a fee of one rupee a month. The case having come to the knowledge of the Council, they were pleased to pass the following order for future guidance:

“Ordered: that while the Council are at all times anxious to uphold the authority and decisions of the Principals of Colleges, they regret that they cannot do so in the present instance, as there is no rule sanctioning the punishment adopted in this case; and they do not approve of the payment of schooling fees being made a mode of punishing pupils. They therefore direct that the petitioner be restored to the College as a free student, and warned that the very first serious offence committed by him will subject him to immediate dismissal.

“As a general rule, to meet future cases of misconduct on the part of free boys, the Council direct that they be punished in accordance with the rules; and dismissed, should they merit so severe a punishment: and that after dismissal their applications for re-admission be treated as those of all boys now desiring admission as pay students.”

The boy, in reference to whom this order was passed, being utterly incorrigible, and having at last flagrantly committed himself by stealing and selling the books of his schoolfellows, was subsequently expelled.

The Secretary to the Council of Education visited and inspected the College in June last. The following is an extract from the proceedings of the Council of Education on the subject:

**Visitor's
Report.**

“The Secretary reported that, accompanied by Captain Hayes, officiating visitor of the Hooghly Mudrissa, he had visited and inspected the Hooghly College.

“He expressed his satisfaction with the state of every department of the College as regards discipline and attendance, and begged again to record his opinion, that it is one of the best conducted, most efficient, and most orderly Institutions under the authority of the Council.

“The office records were as usual in a creditable state, and he had no fault of any kind to find.

“The recent decision of the Council appeared to have completely settled the Sheea and Soonee disputes in the Mudrissa.

“The Secretary reported that the drawing class had made fair progress since he had visited the Institution, and he thought it would be desirable to encourage the class by some special prize, and by providing suitable drawings to be copied by the pupils.”

In order to prevent delay in the publication of the reports of the various Colleges, and to present a comparative view of the results of the scholarship examinations to all the Government Educational Institutions in Bengal, the reports of the examiners have been placed in the general introductory statement of the Council.

Tabular statements of the results are, however, appended to this report.

The Council of Education having come to the conclusion that the former system of awarding the library medal, by which the students were allowed to read whatever books they pleased, and to rove at random over the whole Library, did not fulfil the object contemplated in the Institution of such a prize, viz., the encouragement of a judicious and profitable course of reading, have resolved in future to select a particular subject and to examine all candidates in the books read by them on that subject. In accordance with this resolution, the Council selected the following subject for private study during the past year:

“The Geography and History of Bengal, from the accession of Akber : with special reference to its productive resources, commerce, and the civil and political condition of the people.”

There was only one candidate for the library medal in this College, viz., Isserchunder Doss, a student of the first College class and a senior scholarshipholder. The books which he had read with reference to the subject selected were

Thornton's India.	Stewart's History of Bengal.
Murray's India, vol. 3rd.	Colebrooke's Bengal Husbandry.
Martin's Eastern India, vol. 3rd.	Spry's Agricultural Resources of India.

The Principal and the head master examined him in these books. It appeared that he had read them carefully, and they recommended that the library medal for the present year should be given to Isserchunder Doss.

The examiners suggest having the library medal examination at a different time of the year from the scholarship examination. The month of December would be a convenient time. To prepare for the two examinations is too much for the candidates to undertake at the same time.

The classes of the collegiate school were examined by Professor Thwaytes in arithmetic and geography, by the head master in literature and grammar, and by the superintending pundit and the second pundit in Bengali. The examiner in literature and grammar reports as follows :

“ I observe with much satisfaction that the proportion of *good* students, to the *middling* and *bad*, is much greater than at any former examination.

“ Of 306 boys examined by me, 166 have been placed in the grade of *good*, 121 in that of *middling*, and only 19 have been counted *bad*. The percentage of *good* boys is more than 54. Referring to my examination reports of 1848, I find that of 118 boys whom I then examined, only 41 were counted *pretty good*, shewing a percentage of less than 24 per cent., so that the general progress of the collegiate school, within the last two years, in literature and grammar, may be estimated as from 34 to 54 per cent.

“ The class which has acquitted itself the best, is the first class junior division, including both sections. Of 61 boys present in this class, 42 were counted good, and the two sections are pretty nearly on an equality.

“ I notice a marked improvement in the third class, senior division, especially in grammar. It will be observed that under the head of *grammar* is included *writing from dictation*. That is a practice to which I have requested the masters to pay much attention, and to exercise their classes in it twice or thrice a week. It is a most effectual method of learning a foreign language, and it is a most fair test of a boy's knowledge of orthography, punctuation, &c., and I generally find that what the students can write from dictation, they understand, and *vice versâ*.

“ Twelve months ago, I could get very few boys in the third class of the senior, or the first class of the junior division, who could write a sentence without many blunders. On this occasion the errors formed the exception.

“ Section B, of the second class junior division, passed creditably in literature and explained well the passages given to them from the first Poetical Reader. In the latter respect section A was not so successful. Much could not be expected as yet from either of these sections in grammar.

“ The *extra* or preparatory class contains 20 boys, all admitted during the year. Their average age is 7. They are a promising set of little fellows. Twelve have commenced reading, and the remainder are learning the alphabet and monosyllables.”

The examiner also forwarded the following tabular statement of the results of the examination in literature and grammar and of the subjects of study :

Tabular Statement.

CLASS.		LITERATURE.						GRAMMAR.					
Number.	Sections.	Strength of the Class.	Present.	Degrees.			Subjects of Study.	Present.	Degrees.			Subjects of Study.	
				Good.	Middling.	Bad.			Good.	Middling.	Bad.		
Sr.	Div.												
2nd.	A.	24	10	1	9	0	} Spectator. 4th Poetical Reader.*						
	B.	23	10	4	6	0							
3rd.	A.	25	22	9	11	2	} 5th Prose Reader. 3rd Poetical Reader.	24	17	17	0	} Lennie's Grammar, Syntax. Writing from Dictation.	
	B.	23	22	10	10	2		23	12	0	1		
Jr.	Div.												
1st.	A.	32	31	23	8	0	} Azimghur Reader. 2nd Poetical Reader.	31	23	6	2	} Lennie's Grammar to 20th Rule of Syntax. Writing from Dictation.	
	B.	35	30	19	11	0		30	22	8	0		
2nd.	A.	38	36	15	19	2	} 4th Prose Reader. 1st Poetical Reader.	36	9	16	11	} Lennie's Grammar, Etymology.	
	B.	37	37	24	10	3		37	7	25	5		
3rd.	A.	33	33	16	12	5	} Pinnock's Catechism of Roman History. 2nd Prose Reader.	33	21	10	2	} Woollaston's Grammar.	
	B.	34	34	21	10	3		34	17	15	2		
4th.	.....	25	24	13	10	1	No. 1 Prose Reader.	24	9	15	0	Woollaston's Grammar, 19 pages.
Extra	Class.	20	17	11	5	1	{ 1st Prose Reader and 1st Spell- ing Book.	0	0	0	0		
Total,	.....	349	306	166	121	19		272	137	112	23	

* The Grammar is included in the parsing of the Poetical Reader.

The examiner in arithmetic and geography forwarded the following report.

“Ten students of section A and section B of the second senior school competed for junior scholarships, the others were not examined.

“The third class senior school and all the classes of the junior school passed a very creditable examination in arithmetic; the result will be seen by a reference to the accompanying tabular statement. The only fact worthy of notice, is the age of some of the students and the length of time they have been in the school without obtaining promotion.

“I was not so well pleased with the result of their examination in geography, too much attention appears to have been paid, in carefully committing to memory long dry catalogues of names of places, without, at the same time, acquiring a distinct idea of their relative positions.

“The students, with few exceptions, could mention the names of all the principal places in the portions of the globe they had studied, but exactly in the same order as given in the text-books, for instance, when asked to mention the principal Capes of Africa, most of them answered the question without drawing breath, and so hurriedly that I had some difficulty in making out what they were saying. When required to give the names of the principal Capes on the Eastern Coast of Africa they almost invariably commenced with Cape Bon, and gave the names of others on the Northern and Western Coasts.

“The third class senior and the first and second classes of the junior school were pursuing nearly the same course of study, viz., ‘general questions on Europe, Asia and Africa,’ *i. e.* the names of the principal towns, capes, gulfs, &c., and pointing out their position on the maps.

“I would suggest that the study of this subject be graduated in such a manner, that the course of the third class senior school could be extended to a knowledge of the natural productions, exports and imports, &c., of different countries.”

Tabular Statement.

CLASS.			ARITHMETIC.					GEOGRAPHY.				
Number.	Sections.	Strength of the Class.	Present.	Degrees.			Subjects of Study.	Present.	Degrees.			Subjects of Study.
				Good.	Middling.	Bad.			Good.	Middling.	Bad.	
Sr.	Div.						Arithmetic—Extraction of the Square and Cube Roots—Vulgar and Decimal Fractions. Hind's Algebra, IV. Chapters. Euclid, 2 Books.					Stewart's Geography, Europe, Asia and Africa.
3rd. {	A.	25	25	8	11	6		22	5	2	15	
	B.	23	20	9	6	5		22	3	6	13	
Jr.	Div.						Arithmetic—Extraction of the Square Root—Vulgar Fractions. Arithmetic—Addition, Subtraction and Multiplication. Reduction and Simple Proportion.					Stewart's Geography, Europe, Asia and Africa. Chambers' Outlines, Europe, Asia and Africa.
1st. {	A.	32	31	13	16	2		31	7	11	13	
	B.	35	31	12	14	5		31	9	14	8	
2nd. {	A.	38	36	21	11	4	Arithmetic—Addition, Subtraction and Multiplication.*	33	5	7	21	
	B.	37	35	25	8	2		33	10	12	11	
3rd. {	A.	33	28	18	1	9						
	B.	34	30	23	3	4						
Total,	.....	257	236	129	70	37		172	39	52	81	

* Just beginning—not classed.

The examiners in Bengali have no general remarks to offer. They forwarded the subjoined tabular statement :

CLASS.		Strength of the Class.	Present.	DEGREES.			Subjects of Study.
Number.	Section.			Good.	Middling.	Bad.	
Sr.	Div.						
2nd.	A.	24	11	5	6	0	Translation and Composition.
	B.	23	11	6	5	0	Translation and Composition.
3rd.	A.	25	25	13	12	0	{ Probhode Chundrica, 95 pages and Translation.
	B.	23	21	9	11	1	{ Probhode Chundrica, 79 pages and Translation.
Jr.	Div.						
1st.	A.	32	29	10	16	3	History of Bengal, 51 pages.
	B.	35	30	18	12	0	Gynarnub, 95 pages.
2nd.	A.	38	35	10	18	7	Gyanprodeep, 80 pages.
	B.	37	35	11	16	8	Gyanprodeep, 80 pages.
3rd.	A.	33	31	12	17	2	Nittikotha, 3rd part, 36 pages.
	B.	34	33	11	19	3	Nittikotha, 3rd part, 36 pages.
4th.	.....	25	21	6	13	2	Nittikotha, 2nd part, 36 pages.
Extra	Class,	20	16	3	10	3	Burnomallah, 20 pages.
Total,	.....	349	298	114	155	29	

The following boys are considered as deserving of prizes :

CLASS.		Names.	Subjects.
Number.	Section.		
Sr.	Div.		
3rd.	B.	Roodronarain Prodhar,.....	General.
3rd.	A.	Krittichunder Banorjee,	Literature.
		Gopaulchunder Bose,	Mathematics.
3rd.	A.	Jadobchunder Roy, Senior,.....	Bengali.
Jr.	Div.		
1st.	A.	Woomeshchunder Soor,	General.
1st.	A.	Bunkeemchunder Chatterjee,	General.
1st.	B.	Bhollanauth Gangoolee,	Literature.

CLASS.		Names.	Subjects.
Number.	Section.		
Jr.	Div.		
1st.	B.	Omeertolall Mittre,	Mathematics.
1st.	B.	Sreekristo Chatterjee,	Bengali.
2nd.	B.	Preonauth Bose,	General.
2nd.	B.	Neelmadhab Banorjee,	General.
2nd.	B.	Nobinchunder Bisswas,	Literature.
2nd.	B.	Luckheenarain Ghose,	Mathematics.
2nd.	B.	Denonauth Mookerjee,	Bengali.
3rd.	B.	Dwarkanauth Doss,	General.
3rd.	A.	Denonauth Bose,	General.
3rd.	B.	Woomeshchunder Chatterjee,	English.
3rd.	B.	Bhuggobuttychurn Mokerjee,	Arithmetic.
3rd.	A.	Denonauth Bose,	Bengali.
4th.		Jodunauth Ghose,	English.
4th.		Bonomallee Seal,	English.
4th.		Shamachurn Pandey,	English.
4th.		Indronarain Prodhan,	Bengali.
Extra	Class,	Moorary Mohun Nundy,	English.

All the classes of the Branch School were examined by the **Annual General Examination of the Branch School.** Principal in literature and grammar, by Professor Thwaytes in arithmetic and geography, and by the superintending pundit and the second pundit in Bengali.

The examination of this school in reading and grammar commenced on the 9th of September, and was continued for the six following days. The examiner began with the fourth or youngest class and went up in regular order to the highest. The following is his report:

“Fourth class, section C., teacher Babu Chundermohun Banorjee.

“This section was examined in reading and spelling. The age of the boys in the lower division is 8 years, and in the higher division 10 years.

“The boys generally read well. The master appears to have been attentive, and I was happy to find this confirmed by the opinion of the head master. A little indistinctness of pronunciation was observable in the case of a few boys, and the teacher is advised to pay more attention to pronunciation, at this early stage of the pupil's progress, than to the meaning of words, to which, considering that the boys are just beginning to read, too much attention appeared to be paid.

"The boys of this section had also learnt a little of grammar. It is certainly premature to commence grammar so early, and the head master is requested to see that the boys of this section are in future taught only reading and spelling; occasionally, but not very often, varied by questions on the signification of words.

"The master of this section, Chundermohun Banorjee, has, with the permission of the Council, made an exchange of situations with one of the masters of the Hindu College Branch School. He leaves his class here in a good state, both as regards progress and discipline.

"Fourth class, section B., teacher Babu Neelmoney Doss.

"This section was examined in reading, spelling and grammar.

"The boys read well, carefully, and with due attention to stops. They can also spell every word in that portion of the lesson book which they have read. In grammar they are able to answer easy questions as far as the degrees of comparison of adjectives and the different classes of pronouns.

"The following boys passed, on the whole, a very good examination :

Promothonath Mookerjee.	Bacharam Ghose.
Ramtaruck Roy.	Shamanundo Roy.
Ramnarain Chukerbutty.	Dijaraj Chatterjee.

"It may be observed that these are all young boys. With the exception of Bacharam Ghose, they have been in the class only one year.

"One boy, Nobocally Chatterjee, has been in the class for more than five years. He is still considerably below the average level of the class. His mind for some years has remained nearly stationary. Meanwhile his body has been growing fast, and he is now a head taller than any of his class fellows. The head master was directed to remove his name from the register.

"Fourth class, section A., teacher Babu Dwarkanauth Chukerbutty.

"The boys of this class generally read slowly and carefully and the effect appeared in their generally correct pronunciation. One of the pupils, Okoychurn Mittre, was educated at the Infant School. He is a very little fellow, much under the average age and size of the class. In point of reading and general intelligence he is nearly on a par with the very best boys of the class, and it is evident that he is indebted for this to his having attended the Infant School. He is an instance of the good done by the Infant School, in bringing boys forward in the early stages of their education.

"The portion of Æsop's Fables and of Poetical Reader No. I. read during the year, about 20 pages of each, was less than might be expected. It is certainly better to read a little well than to read a great deal imperfectly. But surely to read no more than 20 pages of two small books in twelve months is a faulty extreme.

"The boys of this section answered very correctly all sorts of questions in etymology. They were not examined in history. The examiner is of opinion that they ought not to read history until they rise to a higher class. So long as they remain in this section it would be better to confine their attention to reading, grammar and arithmetic. Besides that the boys are so young, it cannot be of any great use to read only 20 pages of history. When their minds are sufficiently advanced to study history effectively, they will get over as much ground in a

very few days, and to begin so early only distracts the attention of the boys and multiplies class books to no purpose.

"I would recommend that prizes be given to Madub Chunder Mookerjee and Gopaulchunder Bysack, who are equal, and a special prize to Sheikh Ajim Hossein, a young Moohummudan, who has the rare merit of being quite equal in knowledge of English to most Hindu boys of the same age. He has a little brother in section B. of the same class, and another still younger brother in the Infant School. They are the sons of Mojoon Hossein, a native writer in the judge's court.

"The names of the following three boys are removed from the register, the two former on account of their advanced age and the last for continued irregularity of attendance—Prosonocoomar Sein, Beharylall Ghose, and Pooleenbehary Ghose.

"Third class, teacher Babu Sreenauth Banorjee.

"The style of reading of the boys was not first-rate. They read loud and pronounce the syllables distinctly, which is so far well, but without taste and intelligence. A quieter style of reading would be more pleasing. The boys of this class generally read with less attention and care than in the younger classes.

"In grammar, as far as Rule XIV. of Syntax, their answers were, for the most part, correct. This subject of grammar is one in which native boys seldom fail, except when taken quite out of the beaten path of their lesson.

"In order to test their spelling and their handwriting, they were desired to write upon their slates a sentence or two from dictation. All, except two or three boys, made several mistakes in spelling. The word "sphere" was generally spelt "sfear." Only a few mistook one word for another through inattention when the passage was read out. The handwriting of at least half of the class was very neat and good, some of the slates were without frames and sadly broken.

"Writing from dictation, practised in moderation, I look upon as a useful exercise; but I would not have the boys begin it until they have first learnt to write pretty well.

"The boys of this class had read during the year 38 pages of Marshman's Brief Survey of History. They were not examined in it. They are not sufficiently advanced in the mere elementary subjects to begin history, which may be dispensed with in this class and in the one immediately below it. It has been observed that section A. of the fourth class had read a few pages of the History of Bengal. The third class, which is the class immediately above the fourth and to which the boys are promoted from the fourth, were set to read a different history. To read thus only a few pages of one history and then to pass on to another cannot be highly commended. When a particular book on history is taken up, it should be read through before commencing another.

"Thomas Gomess, a son of the head master of the Infant School, is clearly entitled to the first prize. He is at least equal to any of his class fellows in reading, and much superior to any of them in understanding the meaning of words. A second prize may be given to Rajnarain Seal, who is also a good boy. The following also passed a good examination:

Callychurn Doss.

Kanaram Mookerjee.

|

Shamachurn Mullick.

"The names of Koomary Mohun Mozumdar, Modungopaul Seal and Romanauth Seal are removed from the register as they are too old for the class. Bissunbehary Ghose is struck off for irregularity of attendance.

"Second class, teacher Babu Chundernauth Moitry.

"About half a dozen boys of this class read well and explained correctly the meaning of words. The style of reading of the remaining boys was not very good. Less attention seems to be paid to reading in some of the upper classes than in the lower classes. The reason may be that the teachers are more intent upon storing the minds of their scholars with facts, and are thus led to pay less attention to style. It may not be possible, or very desirable, if it were possible, to train Bengali boys to the utmost elegance of pronunciation, but it is possible and desirable to teach them to read distinctly and with intelligence, and any time dedicated by the teacher to this object, in the upper classes no less than in the lower, must be considered as well spent.

"A few lines were given to the boys of this class also, to write on their slates from dictation. It was found, as a general rule, that those boys who were the best readers also succeeded best in writing correctly from dictation.

"The teacher himself examined the boys in the History of Rome. His mode of examining was judicious. He gave sufficient time to each boy to answer deliberately and fully, instead of hurrying on from question to question and leaving no time for reflection. The opposite method gives a showy appearance of animation and smartness, but of the two I am inclined to think it is better, where the boys are considerably advanced, to be somewhat careful in selecting appropriate questions, to propose them deliberately, and to give full time for a clear and deliberate answer. The faculties of the mind are thus set at work and not the outward organs merely, reflection is cultivated and clearness of thought, and at the end of the lesson the student is sensible that he has learnt something simple and solid.

"Besides the prize men, the following also deserve to be mentioned as having passed a good examination; Romanauth Mookerjee, Bhobanychurn Dhur, Annodapersaud Mittre and Nobinchunder Chatterjee.

"The head master was directed to remove from the register the names of Sharodaprosaud Chukerbutty and Kamicanauth Banorjee who are 18 years old, and give no promise of improvement. The name of Gooroochurn Doss was also removed as being too old. He was accidentally admitted only a few weeks ago by mistake.

"First class, teacher Babu Khettermohun Chatterjee.

"It was considered unnecessary to subject this class to a very strict examination, as eight of the best boys have to pass the junior scholarship examination at the college. I examined it in only two subjects, reading and writing from memory.

"The chief feature that struck me was, first, the great equality in their style of reading found among the different boys, and secondly, what, for want of a better word, I will call the *good sense* with which they all read, without any affectation of what may be called 'fine reading.' The class is under the immediate care of the head master, and, so far as my examination went, it appears to be in an efficient state.

"The piece which the boys read was the well known lesson from Young on "the folly of procrastination." Besides reading it, as I

thought, remarkably well, they explained it also with considerable correctness, which, from its inverted form of phrase and occasional depth of thought, is not very easy.

“The piece which they wrote from memory was the fable of the ‘frogs desiring a king.’ The fable was first read out, and then they were required to write down the substance of it from memory without copying closely the exact words of the book. The spelling and punctuation were generally correct, and the composition good, with the exception of a Bengali idiom now and then, as ‘complained near the Jupiter’ for ‘complained to Jupiter.’

“No prize will be given to this class, as the best boys are candidates for scholarships.

“The following three boys are now too old for this school, and it is advisable that they should receive a hint to quit. They are of very fair attainments, but they are decidedly too old for this school, and there is no likelihood of their ever obtaining scholarships and being admitted to the College—Doorgachurn Chukerbutty, Tripooranauth Mittre and Dwarkanauth Paul.

“This being the first time I examined the Branch School, I was particularly struck with the neat and orderly appearance of the pupils, especially in the younger classes. It is clear that important advantages are afforded by this school to the children of the neighbourhood. I do not merely mean that sharpening of the mind which is one effect of education, but the formation of good habits, those habits that distinguish civilized from uncivilized men. How great is the difference between these boys and their poorer and less fortunate neighbours who do not attend school but run about idle without an object and without any salutary restraint.

“The head master is anxious that there should be some distinction between the schooling fee of the senior and the junior boys; that the younger boys should pay one rupee a month and the older boys two rupees, instead of all as now paying two rupees. From enquiries made during the examination, it appears that a large number of the parents of the boys are in easy circumstances, and that the schooling fee is not higher than the means of most of them can afford. The change recommended by the head master appears to be, at present, unnecessary. It is true that a diminution of the rate of schooling would draw a larger number of pupils to the school, but the number is already as great as the school-house can conveniently accommodate.”

Subjoined is a tabular statement of the results of the examination.

CLASS.		LITERATURE.						GRAMMAR.				
Number.	Section.	Strength of the Class.	Present.	Degrees.			Subjects of Study.	Present.	Degrees.			Subjects of Study.
				Good.	Middling.	Bad.			Good.	Middling.	Bad.	
1st.	.....	24	19	7	11	1	{ Spectator. 2nd Vol. Richardson's Se- lections.	19	9	10	0	Murray.
2nd.	.....	28	26	5	17	3	{ 5th Prose Reader. 3rd Poetical Reader.	26	5	16	5	Murray.
3rd.	.....	34	33	9	22	2	{ Azimghur Reader. 2nd Poetical Reader.	33	8	25	0	Lennie.
4th.	A.	31	30	6	23	1	{ Fables. 1st Poetical Reader.*	0	0	0	0	Lennie.
4th.	B.	31	29	6	21	2	2nd Prose Reader.*	0	0	0	0	Lennie.
4th.	C.	34	33	9	23	1	{ 1st Prose Reader. Spelling Book.	0	0	0	0	No Grammar.
Total,	.....	182	170	43	117	10		78	22	51	5	

* Not classed.

The examiner in arithmetic and geography reports as follows:

“Eight students of the first class competed for junior scholarships. I did not examine the remainder of the class.

“The second class had the same test as the third class senior school of the College, the results may be compared by a reference to the tabular statements. Their knowledge of arithmetic was very mechanical, *i. e.*, they could apply rules, and arrive at a correct answer to many of the questions proposed, but when asked to read the result or explain the process they invariably failed, or gave a very absurd explanation. Their mode of working the questions was without system or order, and very slovenly; in some cases, the different operations were so detached that I could not discover their connections, all they aimed at was an answer.

“I would recommend this class to pay more attention to arithmetic before commencing algebra, and endeavour to explain the operations rather than quote rules.

“The third and fourth classes of the Branch School had the same test as the second class junior school of the College. I am sorry I cannot recommend any of the students of the third class for a prize, they passed a very bad examination in arithmetic. Want of accuracy and neatness in working questions pervaded the whole class,—when they had to multiply by 12 they invariably made two operations of it.”

After giving some curious specimens of bad spelling the examiner adds—

“This unfavourable result may, in a great measure, be accounted for by the apparent bad materials the master has had to work on. Many of the boys appeared to be old, dull and stupid. I would recommend the students of this class to practice writing from dictation.

“The fourth class passed a very creditable examination and so did the fifth.

“I observed that some students had been a long time in the school, without obtaining promotion.

“In geography, I consider the classes of the Branch School about on a par with the corresponding classes of the College, and the same remarks will apply to them with equal force.”

Tabular Statement.

CLASSES.			ARITHMETIC.					GEOGRAPHY.				
Number.	Sections.	Strength of the Class.	Present.	Degrees.			Subjects of Study.	Present.	Degrees.			Subjects of Study.
				Good.	Middling.	Bad.			Good.	Middling.	Bad.	
2nd.	.....	28	20	3	9	8	{ Arithmetic, including the Extraction of Square Roots and the Theory of Decimal and Vulgar Fractions. Hind's Algebra, IV. Chapters. Euclid, 1st Book.	15	3	5	7	{ Text Book—Stewart's General questions on Africa and Asia.
3rd.	.....	34	30	6	14	10	{ Arithmetic, as far as Vulgar Fractions.	25	6	11	8	{ Text Book—Clift's General questions on Europe, Asia and Africa.
4th.	A.	31	28	20	5	3	{ Arithmetic, Simple and Compound Rules of Addition, Subtraction, Multiplication and Division.	22	10	7	5	{ General questions—Europe, Asia and Africa.
4th.	B.	31	27	15	7	5	{ Arithmetic, Simple and Compound Rules of Addition, Subtraction and Multiplication.*	0	0	0	0	{ These students have only commenced Geography.
Total,	.....	124	105	44	35	26		62	19	23	20	

* Not classed.

The examiners in Bengali submitted their report in the following tabular form:

CLASSES.		Strength of the Class.	Present.	Degrees.			Subjects of Study.
Number.	Section.			Good.	Middling.	Bad.	
1st.	.....	24	12	10	2	0	{ Hittopodesh, 62 pages, Bhugoban's Grammar, 21 pages.
2nd.	.....	28	19	17	2	0	Gyanchundrica, 88 pages.
3rd.	.....	34	28	24	4	0	Gyanarnub, 79 pages.
4th.	A.	31	26	14	10	2	Gyanprodeep, 52 pages.
4th.	B.	31	26	3	19	4	{ Nittikotha, 3rd part, 36 pages, Arithmetic, Multiplication and Division.
4th.	C.	34	28	7	17	4	{ Nittikotha, 1st part, 26 pages, Burnomallah, 24 pages, Arithmetic, Multiplication and Division.
Total,	.....	182	139	75	54	10	

The following boys are considered as deserving of prizes :

CLASSES.		Names.	Subjects.
No.	Sec.		
2nd.	.....	Chundercoomar Mookerjee,.....	Literature.
		Bhoobunchunder Mookerjee,	Literature.
		Bhoobunchunder Mookerjee,	Mathematics.
		Russicklall Dutt,	Bengali.
3rd.	.....	Thomas Gomess,	English.
		Rajnarain Seal,	English.
		Kalee Churn Doss,	Bengali.
4th.	A.	Madhubchunder Mookerjee,	English.
		Gopaulchunder Bysack,	English.
		Sheikh Azeem Hossein,	English.
		Muttylall Dutt,	Arithmetic.
		Kaleechurn Goopto,	Bengali.
4th.	B.	Promothonath Mookerjee,	English.
		Ramtarak Roy,	English.
		Promothonauth Mookerjee,.....	Arithmetic.
		Shamanund Roy,	Bengali.
4th.	C.	Mohendronauth Mittre,	English.
		Callyprosono Chowdhury,	English.
		Mohendronauth Mittre,	Bengali.

Infant School.

Mr. Kerr examined this school and submitted the following report :

"In this school there were at the time of the examination forty-eight young children, their ages varying from $3\frac{1}{2}$ years' old to 7 years.

"The first and second classes, or about one-third of the infants, can read the first 20 pages of Spelling Book No. I. The words in this part of the spelling book are words of five letters. The third class, consisting of nine boys, can read words of two letters in the same spelling book.

"It was very pleasing to find the infants able to read so well as they did. Mr. Gomess evidently pays much attention to them.

"After each had read a short lesson, they were examined in mental arithmetic, in which they have made some little progress. They can add and subtract small numbers.

"After this followed the 'simultaneous examination,' in which all the children joined, and which yielded great amusement. They sang several pretty little nursery rhymes, among which was the well known 'twinkle, twinkle, little star,' followed by

'March, march altogether,
March, march away,'

at which they literally suited 'the action to the word' and marched in a body round the school room. This was no task, but a recreation. There was a smile on every face. Meanwhile they are becoming familiar with English words, and are mastering at the most suitable age the principal difficulties of pronunciation.

"While the children were being examined, they behaved very well. They were as quiet as could be expected, exhibiting, of course, the usual and not uninteresting restlessness of young children. Mr. Gomess has no easy task to keep them in order, but by kindness, patience and firmness he succeeds very well.

"The impression left on my mind by the whole examination is that the Infant School is in a humble way doing good, and is answering the purposes for which it was established. Mr. Gomess appears to understand well the management of such a school."

The following boys are considered as deserving of prizes :

Classes.	Names.	Subjects.
First,	Bholanauth Mullick,	English.
First,	Nissar Hossein,	English.
Second,	Tittoos Hossein,	English.
Second,	Connoylall Dutt,	English.
Third,	Tarraprosono Chowdhary,	English.
Third,	Banymadhub Mookerjee,	English.
Fourth,	Mohendronauth Chatterjee,	English.
Fourth,	Okhoycoomar Mookerjee,	English.

When the Secretary of the Council of Education visited the College in June last, he remarked that the library room was too small and not well lighted, and recommended that the books should be removed to the Portico room, which is far more suitable in every respect. This was accordingly done.

State of the Library.

A large number of class books has been received, and sold during the year. Class books to the value of 554-2-9 rupees were received, and to the value of rupees 723-3 sold.

The following valuable books, besides others less worthy of notice, have been added to the library since the last annual report was submitted:

Clarendon's History of the Rebellion.	Alison's Political Essays.
Napier's Peninsular War.	Bopp's Comparative Grammar.
Thiers' Consulate and Empire.	Knight's Pictorial Shakspeare.
Berkley's Works.	Arabian Nights.

Number of works in the Library on the 1st January 1848,...	8517
Number of volumes,	10426
Number of works in the Library on the 31st December 1848,	6648
Number of volumes,	9275
Number of works in the Library on the 1st January 1849,...	6648
Number of volumes,	9275
Number of works in the Library on the 31st December 1849,	4548
Number of volumes,	6531

It has been usual to include in the library returns of this College, all the class books down to common readers, catechisms and spelling books for sale or lent to the pupils and all the old and unserviceable class books contained in two enormous almirahs. The number of library books, properly so called, has always been much smaller than it was made to appear. Of the 9275 volumes in the College Library on the 31st December 1848, nearly 6000 or about two-thirds of the whole were common class books. The number of these class books has been rapidly diminishing for the last two years and will soon be extinguished or nearly so, and then the returns will exhibit the number of books strictly belonging to the library.

The only addition which has been made to the mathematical instruments is a good Celestial telescope which formerly belonged to Mr. Curnin of the Calcutta Mint, and which was purchased at the very moderate cost of 300 rupees.

The usual quadrennial repairs of the College are now being made during the present long vacation. In addition to the ordinary repairs, the floor of the large hall requires to be relaid, and the iron railing of the front verandah to be thoroughly repaired.

Repairs of the College Schools.

The repairs made during the year consisted of a new floor of asphalte for the large class room of the 2nd class, College department. Some years ago several of the lower class rooms were laid with asphalte, and this kind of floor has been found to answer admirably well. It is as hard as iron, and the feet innumerable which rub against it daily make no impression. The only objection to using it in all the class rooms, instead of the common mud floor, is its expense. The cost of laying the floor above alluded to with asphalte was 412-9-0 rupees.

The thatched roof of the Infant School at Hooghly was blown away by the storm in May last. It was repaired at a cost of rupees 33-8-0.

The head master of the Branch School at Hooghly reports that the mats for the verandah of his school, which were renewed in March last, are again become almost useless. These mats cost annually about 16 rupees, and in their best state do not afford good shelter from the sun and rain. It has been suggested that they should be replaced by wooden venetians, which could be opened for the purpose of ventilation, and which, besides affording better shelter than the mats, would improve the appearance of the building. The expense of these venetians would be about 100 Rs.

The annual general examination of the junior classes of the **General Examination of the Mudrissa.** Mudrissa was conducted by the two head Mouluvees. The examiners consider the following students as deserving of prizes, from the very creditable manner in which they passed the examination:

SECOND CLASS.

Moohummud Ali.	Moohummud Akber.
Syed Gholam Shabheck.	Busharat Ali.
Abdool Azeez.	Moula Daud.
Rufeeq-oollah.	Moheeb-oollah.

THIRD CLASS.

Sheikh Abdool Ghanee.	Sheikh Tahower Ali.
Sheikh Sadiq Ali.	Zainood Deen.
Mirza Moohummud Rashid.	Abdool Ghafoor.
Sheikh Illahee Bukhsh.	Abdoos Samad.

FOURTH CLASS.

Jonab Ali.	Abdool Azeez.
Sona-oollah.	Sadat Ali.
Khaja Momin.	Moohummud Shareef.

URDU CLASS.

Gholam Ruhman.	Gholam Yaseen.
Gholam Rabbannee.	Abdool Hye.

Prizes can only be given to a few of the best of these students, the examiners having inadvertently selected a greater number of prizemen than the rules allow.

The prize in drawing is awarded to Colly Coomar Roy.

Captain Hayes examined the scholarship papers of the Hooghly

Scholarship Examinations.

Mudrissa. Twenty-one students passed in the junior and thirty-one in the senior subjects. Of the former seven were holders of stipends, the remaining fourteen were candidates. Two junior scholars and two fresh competitors having been suspected of unfair practices, the former lost their stipends and the latter failed to obtain scholarships. Five were allowed to retain, and five to gain, the rest being unsuccessful.

Of the thirty-one senior candidates two were ex-students, one of whom was disqualified by age. Twenty-one gained and retained, the rest failed.

The following is the distribution of scholarships, both junior and senior, which has taken place on the recommendation of the examiner :

SENIOR SCHOLARSHIPS.				Rs.
Uzhoorool Huq,	(Retains,)	... ..	Senior ...	50
Syud Delawoor Hossein,	(Retains,)	... ..	Senior,...	20
Nehalood-Deen,	Retains, loses 5 Rs.,		Senior,...	15
Sheikh Secunder Ali,	(Retains,)	... ..	Senior,...	15
Sheikh Khadim Hossein,	(Retains,)	... ..	Senior,...	15
Omed Ali,	(Promoted,)	... ..	Senior,...	50
Golam Sillahee,	(Promoted,)	... ..	Senior,...	20
Russool Buksh,	(Promoted,)	... ..	Senior,...	20
Ruzeemood-Deen,	(Promoted,)	... ..	Senior,...	20
Zynool Abi-Deen,	(Promoted,)	... ..	Senior,...	15
Wasil Ali,	(Promoted,)	... ..	Senior,...	15
Athur Ali,	(Gains,)	... ..	Senior,...	15
Budeeooz Zoman,	(Gains,)	... ..	Senior,...	15
Salem Ali,	(Gains,)	... ..	Senior,...	15
Meer Hossein Ali,	(Gains,)	... ..	Senior,...	15
Sacood-Deen,	Degraded from Senior to Junior,			8
Uzeezool Baree,	(Retains,)	... ..	Junior,...	8
Modessur Hossein,	(Retains,)	... ..	Junior,...	8
Abdool Quadir,	(Retains,)	... ..	Junior,...	8
Chowdhry Ubdoosumud,	(Retains,)	... ..	Junior,...	8
Loot Foollah,	(Retains,)	... ..	Junior,...	8
JUNIOR SCHOLARSHIPS.				
Fuzoollah,	(Retains,)	... ..	Junior,...	8
Khajah Busheer Hossein,	(Retains,)	... ..	Junior,...	8
Mohummud Monaim,	(Retains,)	... ..	Junior,...	8
Roquebood-Deen Moohummud,	(Retains,)	... ..	Junior,...	8
Sheikh Obeyd Ollah,	(Retains,)	... ..	Junior,...	8
Razeeood-Deen Moohummud,	(Gains,)	... ..	Junior,...	8
Sheikh Abdool Huq,	(Gains,)	... ..	Junior,...	8
Roquebood-Deen Moohummud (Rungpore,)	(Gains,)	.. ..	Junior,...	8
Syud Abdool Ahmud,	(Gains,)	... ..	Junior,...	8
Abdool Munsoor,	(Gains,)	... ..	Junior,...	8

Medical College.

FIFTEENTH YEAR—SESSION 1849-50.

Under the immediate Control and Superintendence of the Council of Education.

COLLEGE COUNCIL.

H. H. GOODEVE, M.D., F.R.C.S., (absent on sick leave.)	H. FALCONER, M.D., F.R.S.
D. STEWART, M. D.	ALLAN WEBB, Esq.
H. WALKER, Esq.	E. GOODEVE, M.B.
R. O'SHAUGHNESSY, Esq., F.R.C.S.	ANDREW ROBERTSON, Esq.
F. J. MOUAT, M.D., F.R.C.S., <i>Member, Secretary and Treasurer.</i>	

INSTRUCTIVE ESTABLISHMENT.

English Department.

<i>Professor of Anatomy and Physiology,</i>	H. WALKER, Esq.
<i>Professor of Descriptive and Surgical</i>	} ALLAN WEBB, Esq.
<i>Anatomy and Curator of the Museum,</i>	
<i>Assistant Demonstrator of Anatomy ..</i>	DWARKANATH BOSE, M.R.C.S.
<i>Professor of Chemistry and Practical</i>	} A. ROBERTSON, Esq.
<i>Pharmacy,</i>	
<i>Professor of Botany,</i>	DR. FALCONER.
<i>Professor of Medicine,</i>	DR. MOUAT.
<i>Professor of Surgery,</i>	R. O'SHAUGHNESSY, Esq.
<i>Officiating Professor of Midwifery, ..</i>	DR. STEWART.
<i>Professor of Materia Medica and Me-</i>	} DR. E. GOODEVE.
<i>dical Jurisprudence,</i>	

MILITARY CLASS.

<i>Superintendent and Lecturer on Ana-</i>	} PUNDIT MADUSUDEN GUPTA.
<i>tomy and Surgery,</i>	
<i>Teacher of Medicine and Materia</i>	} SUB-ASSISTANT SURGEON SIB CHUN-
<i>Medica,</i>	
	DER KURMOKAR.

MALE HOSPITAL.

<i>Officiating Physician,</i>	PROFESSOR WEBB.
<i>Surgeon,</i>	PROFESSOR R. O'SHAUGHNESSY.
<i>House Surgeon and Apothecary,</i>	MR. G. DALY, G. M. C. B.

FEMALE AND LYING-IN HOSPITAL.

<i>Officiating Physician,</i>	PROFESSOR D. STEWART.
<i>Resident Surgeon,</i>	PROSUNNO COOMAR MITTER.
<i>Goodeve Scholar,</i>	DENA NATH DAS.

OUT-DOOR DISPENSARY.

<i>Superintendent,</i>	MR. G. DALY.
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The following is a list of the pupils of the English class at the close of the session:*

Stipendiary students,	38
Robertson scholar,	1
Free and Ceylon students,	49
Subordinate Medical Department,	7
<hr/>	
Total,	95
<hr/>	

Of the Natives, five are Moohummudans and the remainder are Hindus:

Of the latter there are,	{	<i>Brahmins,</i> ...	15
		<i>Boidos,</i>	8
		<i>Coistos,</i> ...	24
		<i>Weavers,</i>	3
		<i>Barbers,</i> ...	4
		<i>Blacksmiths,</i> ...	2
		<i>Koybuttos,</i>	3
			<hr/>
			<i>Total,</i> .. 59
			<hr/>

In the Military class there are eighty-three pupils† upon the full monthly pay of 5 rupees, six pupils from Assam, and eleven from Arracan, making in all one hundred; of these seventy-five are Moohummudans, fourteen are Hindus, and eleven Burmese:

Of the Hindu students there are,	{	<i>Brahmins,</i> ...	6
		<i>Chuttries,</i>	3
		<i>Coistos,</i> ...	3
		<i>Rowany,</i>	2
		<i>Total,</i> ...	14
			<hr/>

Eighty of the pupils are Natives of the North-Western Provinces, nine of Bengal, nine of Arracan, and two of Rangoon.

* At the beginning of the session the number was one hundred and twenty; of these two died, eleven left the institution, and twelve were struck off for irregularity of attendance.

† This is exclusive of twenty-one who passed as Native Doctors, upon an emergent requisition, and were sent to the Punjaub during the session.

The following tabular statement shews the attendance of the pupils of the Medical College, during the session 1849-50:

CLASS.	Number of Lectures given.	Number of Students attending.	Total present at all the Lectures during the Session.	Total absent during the Session.	Daily average.		REMARKS.
					Present.	Absent.	
Anatomy and Physiology, } Descriptive and } Surgical Ana- } tomy, }	141	73	9,201	1,092	65.25	7.74	The causes of absence were very much the same as in former years: during the latter part of the session there was much sickness, and several were attacked with small-pox.
Medicine,.....	100	52	4,323	877	43.23	8.77	
Surgery,	90	41	3,390	300	37.66	3.33	
Midwifery,	92	41	3,465	307	37.66	3.33	
Chemistry,	70	22	1,371	103	20.46	1.53	
Botany,.....	99	52	4,379	769	44.23	7.76	
Materia Medica,	53	61	2,769	464	52.24	8.75	
Medical Juris- } prudence(Toxi- } cology,) ... }	90	53	4,693	77	52.14	0.85	
	45	21	828	117	18.40	2.60	

The daily average attendance of the Military class residing in the College, was 108.89

Statement of the number of bodies brought to the College for dissection and operations during the winter session of 1849-50:

Dissections.	In November,	101
	„ December,	174
	„ January,	168
	„ February,	118
	„ March,	62

Total, 623

Number of bodies dissected,	196½
„ used for operations,	109
„ used in the examinations,	32
„ of which no use was made, in consequence } of rapid putrefaction, }	285½

Total, 623

Expenses of the Institution.	The cost of the Establishment from January to December 1849, was	63,626	6	0
	The charges of the Ceylon Pupils,*	1,301	3	1
	Stipends to Students,	4,197	9	2
	Chemical Department,	434	0	9
	Museum and Dissecting Depts., ...	1,700	1	3
	Medical College Depts., '...	3,004	0	10
	Book Allowance,	840	0	0
Total Rupees,		75,103	5	1

The session of the Medical College for 1849-50 was opened at 5 P. M. on Friday, the 15th of June, in the presence of the Council of Education and a numerous audience, by Mr. R. O'Shaughnessy, the Professor of Surgery, to whom had been assigned the duty of giving the general introductory lecture. The discourse delivered by this gentleman contained a brief epitome of the history of surgery from the earliest ages to the present time, with special remarks upon the contrast afforded in its practice by the ancient and modern Hindus, and the facilities presented in the Medical College for obtaining a complete professional education. Among the prominent points of interest referred to, were the extraordinary success of some of the graduates of the College in the performance of the formidable operation of lithotomy, and the valuable results which had followed the introduction of chloroform into the practice of surgery.

Upon the conclusion of the lecture, the attention of the audience was directed to a portrait of pundit Madasuden Gupta, painted by Mrs. Belnos, and presented to the College by the President of the Council of Education. It is placed in the large theatre, exactly opposite the lecturer, and was inaugurated by the following address from the Hon. Mr. Bethune:

MR. PROFESSOR AND GENTLEMEN,—Sometime ago, I intimated a wish that I might be allowed to present to this College the portrait of pundit Madasuden Gupta, and it appeared to me that this day, which marks the beginning of another academic year, would be an appropriate one for its inauguration. I wish to do honour to a man, to whom not only this College, but all Bengal, I think indeed that I hardly exaggerate if I add, to whom all India is deeply indebted. If you will read the inscription which I have placed on the frame of the picture, you will observe that he is styled—"The first Hindu Anatomist of British India." That qualification was advisedly introduced; for, it seems that there is no room for doubt, as I have been assured by those who have

* Paid by the Ceylon Government.

devoted much learning and research to an examination of the question, and as we have been just now told, in the course of the interesting lecture to which we have been listening, that in an early period of the history of Bengal, the exact date and limits of which it might be difficult to fix with precision, but which was certainly long anterior to the growth of true science among the natives of Europe, the old Hindu physicians both taught and practised dissection of the human body, as furnishing indispensable assistance to the study of the healing art, and knowledge of the structure of the human frame. The Medical Shasters are too clear on this point for any question to be made of it. Professor O'Shaughnessy has told you that they contain minute directions for the choice of subjects, and for the management and disposal of them. The horror of touching a dead body, which unaccountably prevailed at a later period, had then no place in their minds. But this time had long passed away, when British supremacy was established here, and we found a very different and more lamentable state of things. Custom, which is stronger than law, had uttered its decree that it is not lawful to touch the dead; and, with the practice of dissection, the science which had formerly existed also disappeared: what fragments of it were still preserved were held together by feeble and precarious analogies, drawn from the bodies of sheep and goats and other inferior animals.

Only fourteen years are gone since this College was established. I listened in this hall last year with no common interest to an account of its first beginning and progress, delivered by a gentleman now present, the only one, I believe, still remaining of the professors who watched over its infant destinies. At the risk of detaining you too long, I cannot refrain from quoting so much of Dr. Goodeve's able address as refers to the subject on which I am endeavouring to fix your attention.

"Many here to-day may probably remember the formation of the College by Lord William Bentinck in 1835. The institution consisted of an old house in the rear of the Hindu College, in which two young Assistant Surgeons, to whom a third was subsequently, and after much difficulty, added, were expected to teach the whole circle of medical science to a class of upwards of fifty students. There was neither library, museum, hospital, nor philosophical apparatus; and we had to combat national prejudices against the study of anatomy, which were considered so deeply rooted, that the greater part of the community laughed the attempt to scorn as a vain chimera; and our best friends assisted us with a very modified degree of encouragement, uncertain of the propriety of committing themselves to approve what appeared at best but a very doubtful experiment.

"An admirable class of intelligent and well-educated young men was soon collected, many of them of good family and of high caste, and our labours began on the 20th February 1835. We had not long completed the preliminary arrangements for teaching, when attempts were made to commence the new system of anatomical instruction. Parts of the human body were first introduced in illustration of the daily instruction, and replaced the sheep's brains, goat's livers, wooden models, and tin representations, which formerly served the same purpose. It was not, however, until the institution was removed to its present site, (an event which occurred about six months after our first appointment,) that a regular course of anatomical lectures was delivered, and an opportunity was afforded me to place an entire subject on the lecture table before the

assembled class; an event which of course created much interest and some excitement amongst them, but which soon became familiar from daily repetition.

“Very shortly after this, a few courageous pupils, led by the example of one whose conduct on that and many other occasions cannot be too highly appreciated—our respected pundit Madasuden Gupta—secretly, and in an out-house of the building, ventured, under my superintendence, with their own hands, to dissect a body which had been procured for lecture. Gradually their boldness was communicated to others; and, in less than two years from the foundation of the College, *practical anatomy* became as completely a portion of the necessary studies of the Hindu Medical students as amongst their brethren in Europe and America. The practice of dissection has since advanced so rapidly amongst us, that the magnificent room erected four years since, in which upwards of 500 bodies were dissected and operated upon in the course of last year, has already become too small for our purpose. We have been compelled to construct an adjoining shed for the convenience of the class, now amounting to upwards of 250 youths, of all nations, colours, religions and castes, commingling together in this good work as freely and amicably as the more homogeneous frequenters of an European school.”

The 10th day of January, 1836, the date which I have affixed to the picture, a day for ever memorable in the annals of Bengal, was the great day, on which Madasuden Gupta rose up superior to the prejudices of his earlier education, and boldly flung open the gates of medical science to his countrymen.

I have had the scene described to me. It had needed some time, some exercise of the persuasive art, before Madasuden could bend up his mind to the attempt; but, having once taken his resolution, he never flinched or swerved from it. At the appointed hour, scalpel in hand, he followed Dr. Goodeve into the godown where the body lay ready. The other students, deeply interested in what was going forward, but strangely agitated with mingled feelings of curiosity and alarm, crowded after them, but durst not enter the building where this fearful deed was to be perpetrated; they clustered round the door; they peeped through the jilmils; resolved at least to have ocular proof of its accomplishment. And when Madasuden's knife, held with a strong and steady hand, made a long and deep incision in the breast, the lookers-on drew a long gasping breath, like men relieved from the weight of some intolerable suspense.

One of our magnificent English poets, describing the commission of a great crime, has said in his own inimitable language

‘Earth felt the wound, and Nature from her seat,
‘Sighing through all her works, gave signs of woe,
‘That all was lost.’

And surely, if inanimate things could feel sympathy with the heart of man, this was a day on which all the land of Bengal ought to have leaped up, and uttered a loud shout of triumphant joy. For, it was no common tyrant, it was no vulgar usurper, who was then struck down; the despotism which that day received its death-wound was the usurping tyranny of superstitious ignorance. As this scene, which I have endeavoured to bring before you, was thus graphically described to me, the thought sprung instinctively and simultaneously within me that, if it lay in me to avert it, the memory of the man, who had done this deed should not soon pass away.

It is possible that you, now revelling in the enjoyment of that intellectual liberty which Madasuden's boldness has procured for you, may be unable, now that you are in the daily habit of frequenting the dissecting room, to understand wholly the difficulty which he had then to overcome. If this should be so, as well it may, this very fact, to an intelligent mind, will only be one proof more of the fullness and completeness of his triumph.

This was his first and greatest, but this was not his only service to this College. From a pupil he became a teacher, and I see near me many gentlemen better qualified than I am to appreciate and acknowledge the services he has rendered in that capacity. I know that I utter their sentiments, when I declare my belief that I do not derogate improperly from the reputation of any man, in saying that, whether I look to the example which he has set by his uniformly good conduct, or to the zeal and industry which he has known how to infuse into his class, there is scarcely one other man to be found, to whom the College owes more for its progressive and continual prosperity.

These were the reasons which made me wish to place the pundit's portrait in this theatre, which in my thought could receive no better ornament.

But, although these were my first thoughts, there were also other considerations, which gave to them additional strength. Not for himself only, but for your sake too, did I wish to place his portrait on these walls. I wished that, as often as you should enter this hall, you should find in it some palpable evidence that, sooner or later, uncommon merit has a good chance of distinction and reward.

Undoubtedly, the highest and noblest sentiment by which any man can be animated, when rightly and fully apprehended, is a fixed and settled resolution to use his best endeavours to do his duty, in that state of life in which it has pleased God to place him: but, next to this, I know of no stronger incentive to great exertion, than the thought that what we do shall be well spoken of by those around us, and live in the recollection of those who may come after. In the dining hall of the College in which I was educated hang the portraits of some of the great men who were formerly educated within its walls. There is Newton; there is Bacon; there are Barrow and Bentley, Cowley and Dryden, with many more; all of Trinity College, Cambridge. It must needs be that, when looking on these portraits of the mighty dead, and remembering that there was once a time, when these men were, like himself, undistinguished students in that very hall, their discoveries, their works, their reputations still to make, it cannot be but that in many a young heart the thought must find utterance,

‘What shall I do to be for ever known,

‘To make the world that is to come mine own.’

Such thoughts as this I would fain raise in your minds, whenever you look on this picture. There is room for more: or, if this narrow space should be filled up, you need not fear lest the roll of good deeds, by which you may deserve an equal honour, should be filled so full, that nothing is left which after-comers can hope to add to it. Great reputations have been achieved in your profession: the names of Sydenham and Harvey, Hunter and Jenner, are as familiar to an Englishman's tongue as those of Bacon, Locke and Newton. And you have one peculiar

privilege: I am not sure that it is not exclusively your own. Conquerors stride to their renown through burning towns and wasted provinces; the successful lawyer, in the exercise of his profession, is proverbially brought in contact with the worst and basest parts of human nature: too often his skill and eloquence are employed to 'make the worse appear the better reason,' and to give rogues an advantage over honest men; even the statesman is sometimes forced to weigh what he believes to be expedient against what he knows to be just.

But it is your godlike privilege, that you cannot become famous, but by being distinguished blessings to your fellow-creatures; and your proudest triumphs are necessarily co-extensive with the extent and greatness of the services which you are enabled to render to the cause of humanity.

In November last, Dr. J. Jackson vacated the chair of Medicine, which he had occupied for some years with credit to himself, and advantage to the Institution. The College Council communicated to the Education the high sense entertained by them of Dr. Jackson's zeal, ability, and efficiency as a teacher, and of their regret at losing the services of so esteemed a colleague.

Changes in the Establishment.

Dr. Mouat was appointed to succeed Dr. Jackson as Professor of Medicine and Clinical Medicine, and Dr. Edward Goodeve was nominated to the chairs of Materia Medica and Medical Jurisprudence, in succession to Dr. Mouat.

In consequence of the transfer of all the Government schools and colleges to the Council of Education in October, and the great increase of work which that measure threw upon him, as Secretary to the Council, Dr. Mouat intimated his inability at that time to command the leisure necessary to enter upon a new sphere of duty, requiring much reading and research, and expressed a desire to place the chair of medicine again at the disposal of Government. Professor Webb then intimated his readiness to enter at once upon the proposed duty, and solicited permission to hold it, even for six months, to enable him to complete his work on Indian Pathology. This request was sanctioned: Mr. Webb was appointed to conduct the duties of the chair of medicine until the opening of the next session, Dr. Edward Goodeve was placed in charge of the office of Professor of Descriptive and Surgical Anatomy, and Dr. Mouat was directed to deliver the course of lectures on Medical Jurisprudence then about to commence.

The permanent arrangements will take effect from the 15th of June 1850.

In January last, Dr. H. H. Goodeve obtained leave of absence for two years on medical certificate, and Dr. Duncan Stewart was appointed to officiate as Professor of Midwifery.

In December 1849, Dr. Gopal Chunder Seal was placed at the disposal of the Board of Administration for the Punjaub, and Sub-Assistant Prosuno Coomar Mittre, who formerly held the office, was appointed to succeed him as Resident Surgeon of the Female and Lying-in Hospital.

In April last, the Hon'ble President of the Council of Educa-

Proposed comparison of the proficiency of the Pupils of the Medical Schools of Bengal, Madras and Bombay.

tion suggested that it would be desirable to profit by Dr. Mouat's visit to Madras to attempt to institute a comparison of the proficiency of the medical students at

the two Presidencies, by tests to be agreed on by him in conference with the medical authorities at Madras, subject to the approval of the Council. Mr. Bethune, at the same time, intimated his readiness to give two medals to be so competed for; a gold medal to the most proficient student of the two Presidencies, and a silver medal to the best student of the unsuccessful presidency.

The Council requested Dr. Mouat to endeavour to induce the medical authorities of Madras to concur in the proposed competition.

Upon his return from Madras, Dr. Mouat reported that he had visited the Madras Medical School, which he found in a much higher state of organization and efficiency than when he reported upon it in 1845; that he had mentioned the proposal of the Hon'ble President to Professor Key and to the Hon'ble D. Eliott, and that it had been favorably received, although no plan of carrying it into effect had then been determined on.

The proposal of entering into the competition has been communicated to Dr. Morehead, the head of the Grant Medical College at Bombay, who also entertained it favorably, and stated his belief that the Institution over which he presided would shortly be prepared for it.

The New Hospital is now rapidly advancing in construction.

Medical College Hospital.

The many difficulties, connected with the purchase of the additional ground required, have at last been overcome, and no obstacles now remain to impede the progress of the building towards completion.

In excavating the ground for the foundation, the greater part of the western end was found to be the site of an old tank, from which a large quantity of loose rubbish had to

be removed. In addition to this, the ground itself was so soft and yielding as to render piling, with a great amount of extra masonry, necessary.

The estimates for the extra work were carefully examined and checked by Captain Fraser, and the necessity for strengthening the foundation was pointed out by that officer.

This has caused a very heavy additional outlay, of which a detailed account will be submitted hereafter.

The legacy left by the late Mr. Mearing, was paid by his executor, Mr. Morris, in December 1849, after the execution of a deed of release by the Council of Education, of which the expenses were deducted from the bequest.

The amount of the legacy was 2,000 rupees in Government Sicca five per cent. paper. The bill of costs of Messrs. Frith, Sandes and Watts amounted to eighty-three rupees. Mr. Morris paid over to the Council of Education one thousand nine hundred and seventeen Company's rupees, (Co.'s Rs. 1,917) which the Council agreed to accept as the balance of the bequest.

The progress of the building is carefully superintended by Captain Fraser, to whom the Council of Education are much indebted for the very great care and attention which he bestows upon this work.

In November 1849, Dr. H. H. Goodeve submitted the following report upon the state and prospects of the
Midwifery Hospital. Midwifery Hospital:

“Before finally relinquishing, by my approaching departure from India, my present charge of the Midwifery department of the College, I am desirous of placing it, as far as possible, in a state of efficiency, and I am thus induced once more to request that you will address the Council of Education upon the subject of the Lying-in Hospital, which forms so important a part of the Obstetric branch of instruction, and to appeal to them again for assistance in its support.

“I am happy to report that in many respects this Hospital is in a very satisfactory condition. The number of patients has continued to increase during the past year,* in yet larger proportion than formerly, and I have no doubt, if properly managed and supported, the already established utility of this Institution will rapidly advance in importance. I attribute much of this improvement to the increasing confidence of the community in the advantages it offers, though I am at the same time convinced that it will take many years of care and fostering to establish our Lying-in Ward upon an equally firm basis with most of the other departments of the College. The native prejudices upon the subject of female treatment and the management of parturient women are yet very strong and deeply rooted.

* There are at this moment twenty women awaiting their delivery in the Wards, and I expect others daily.

“ Amidst all these advantages and encouraging prospects however, the deficiency of funds forms a serious drawback to our prosperity. This want is now becoming so urgent that, unless some further pecuniary aid is obtained for the Institution, not only must all prospect of extending its utility be abandoned, but its present opportunities for relieving the number of patients who resort to it must be diminished, and consequently the invaluable instruction it affords to students must be curtailed even at present. Besides the Christian patients sent to us by the Police and paid for separately by the latter, I am compelled to limit the admissions to pregnant women, to children, and to a few selected cases affected with such peculiar female complaints as will prove instructive to the pupils. But, if the candidates for our Lying-in Ward continue to increase for a short time in the same ratio that they have latterly done, these admissions must be still further restricted.

“ Up to this period we have been able to meet the requisite expenses, by drawing upon the fund of 500 rupees presented to us last year by a benevolent lady, through Dr. Stewart; but this accidental supply is now exhausted, and I have been obliged to contribute from my own resources to the necessities of the Hospital for the last two months, to obviate its falling into debt.

“ I need not, I trust, assure the Council of Education that I endeavour to practise all possible economy, consistent with the objects of the Institution, controlling as far as I can every expense connected with it, and I find my subordinates well disposed to aid my wishes in this matter; but, it must be remembered that the inmates of this Hospital are very peculiarly placed, and for the most part differ materially from the general class of patients in other Institutions for the sick in this country. Hence they require a larger establishment, European and Native, and a more ample supply of clothes, sheets, bandages, cloth, &c., and greater attention to the food and general comfort of the patients than are needed in Hospitals for any other description of people. Moreover, to encourage women to resort to the Institution for delivery, it is necessary (for the present at least) to hold out many little advantages to them, in the shape of clothes for themselves and their children when they depart, allowance for tobacco, and such like indulgences not supplied by the Hospital dietary, and frequently to permit them to enter the Wards many weeks before they are confined, thereby entailing greater cost upon the Institution than may be strictly necessary for each individual case if rigidly examined.

“ It is manifest that all these charges materially, and, I believe, unavoidably, render our expenses comparatively large; and it becomes impossible to meet the requisite outlay with the very limited allowance of 250 rupees per month, which we receive. In proof of the insufficiency and smallness of the sum, in comparison with what is considered necessary in other Institutions of the kind in India, I may state that, in the Madras Lying-in Hospital, the salary allowed to the matron alone is nearly as much as we receive for our whole outlay.

“ Under these circumstances, I trust that the Council of Education will not consider me importunate, in again asking them to recommend some increase to be made by the Government to our finances; and I would respectfully suggest that a sum of not less than 50 rupees per month be added to the present allowance.—This sum will relieve the Hospital from all immediate difficulties, and will amply suffice till the number of patients materially increase; or it might be desirable perhaps to place it, as far

as possible, in respect to allowance, upon the same footing as the Madras Hospital above referred to, taking that Institution for our guide."

Before submitting this statement for the information and orders of Government, the Council have applied to Surgeon W. B. Thompson, the officer in charge of the Lying-in Hospital at Madras, for particulars regarding the expense of maintaining that Institution, which is connected with the Madras Medical School, and appears, in some respects, to be more completely organized than the corresponding department of the Medical College in Calcutta.

In the Madras Hospital, one hundred and sixteen Obstetric patients were admitted in 1847, and one hundred and sixty-two in 1848; of the former, eighty-seven were natives, and of the latter, one hundred and thirty-one. A very interesting report of the Hospital, for the two years abovementioned, was forwarded by the Government of India to the Council, who suggested its publication in the records of the school of medicine at Fort St. George, both as exhibiting the usefulness and efficiency of one important department of that Institution, and as affording valuable information upon a branch of medicine, little cultivated among the natives of India, and one connected with which the strongest prejudices still exist.

Mr. Daly, House Surgeon, in charge of the Out-Door Dispensary, reports that the attendance of the Military class, employed during the year as compounders, Clinical clerks, and dressers, has been very satisfactory. Thirty-seven of the senior students have served in each department for periods averaging from four to six months, exclusive of their Hospital duties. Of this number twenty-one were reported qualified and passed into the public service to meet an emergent requisition for Native Doctors in November last, and sixteen are now sent up for final examination, having completed the prescribed period of study at the College. The general good conduct of the class throughout the year was praiseworthy, and the zeal, assiduity, and general proficiency of many of the students deserving of the highest commendation.

Library. The following is a general return of the library of the Medical College during the year 1849:

Number of volumes in the library on the 1st January 1849,	4,856
Added during the year,	} 359
of these 177 volumes were presented,	
and 182 ditto were purchased,	
<hr/> 359	Total, . . <hr/> 5,215

Destroyed to such extent as to be unfitted for the purpose of study or reference,	90
Number of works in store on the 31st December 1849,..	1,320
Number of volumes in store, ditto,	5,125

SUBJECTS OF THE WORKS.

Anatomy and Physiology,	755
Surgery,	500
Medicine,	1,426
Chemistry,	250
Materia Medica,	1,098
Medical Jurisprudence,	69
Botany,	196
Midwifery,	81
Miscellaneous,	840
Total,	5,215

The general conduct of the students of the English class during the session was satisfactory: **Conduct of Students, English Class.** their conduct in the classes of the various Professors is recorded in the special reports of those gentlemen.

The conduct of the Hindustani class has not been so exemplary as in former years. In June last, **Hindustani Class.** the greater part of the class mutinied, refused to perform their duties until their imaginary grievances were redressed, and took oaths to disobey all authority, unless their improper and unreasonable requests were complied with.

The matter was immediately and carefully investigated, when it was ascertained that a few bad characters headed the revolt, and that most of the others were compelled by threats of personal violence to join in it. The seven ring-leaders were expelled, and all who took part in the disturbance punished. Since that time the conduct of the class has been, in every way, exemplary.

The conduct of the Staff Sergeant, in charge of the class, was strongly disapproved by the Council, and he was warned that any future hesitation in the discharge of his duty would render him liable to immediate dismissal.

The conduct of the student apprentices during the past session in the lecture rooms and Hospital **Student Apprentices.** was generally satisfactory; but their behaviour in quarters was not quite so exemplary. Instigated by bad example, they preferred in a body charges of misconduct against the Staff Sergeant under whose control they are placed.

When these were investigated, they were found to be a tissue of gross exaggerations and fabrications; and, as two of the apprentices conducted themselves with extreme insubordination and impropriety, they were recommended for removal. Since that time, the conduct of the remainder, in all places and at all times, has been exemplary.

The following are the special reports submitted by the Professors regarding their classes during the past session. The Council of Education consider them to be generally satisfactory:

Reports of the Professors.

The Professor of Anatomy and Physiology reports that the conduct of the students in the class of Anatomy and Physiology, and in the dissecting class, has been satisfactory.

The supply of subjects has been more abundant than in any former year, chiefly owing to the able management of pundit Madusuden Gupta, lecturer on Anatomy to the Hindustani class.

Dissections have been carried on by the Hindustani class with assiduity.

Their acquirements in Anatomy, as shewn at the final examinations, were more than equal to any duties which they may be called on to perform.

The officiating Professor of Descriptive and Surgical Anatomy reports that he assumed charge of the duties of Professor of Descriptive and Surgical Anatomy on the 28th November 1849, and that he delivered forty-two lectures, which, with those previously given by Professor Webb, completed the course of 100 lectures required by the regulations of the College for the class of Descriptive and Surgical Anatomy. He was quite satisfied with the assiduity and good conduct of the pupils of his class during the time of their attendance on his lectures.

Assistant Surgeon Edward Goodeve reports that he afforded instruction to the pupils of the Military class in minor Surgery and in the duties required of them as assistants in the greater operations of Surgery. He was much pleased with the conduct, attention, and desire for improvement manifested by these pupils. He observed that many of the senior pupils were expert in the application of bandages and in other minor operations, before receiving any instruction from him.

The attendance and conduct of the Botanical class, during the past session, and the progress made by the pupils, have been satisfactory.

The conveyance allowance having been made available, the second and third year students visited the Botanical Garden weekly with manifest advantage.

Mr. Robertson reports that eighty-eight lectures had been delivered to the Chemical class during the past session; that every thing regarding these, the attendance and proficiency of the students, had gone on as usual as in former sessions, and that nothing occurring in the course of the lectures seemed to call for a more detailed notice.

The Professor of Materia Medica reports that his course consisted of eighty-five lectures, and embraced the same subjects as in former years, with the exception of the detailed consideration of the therapeutical actions of drugs, and their employment in the treatment of diseases.

The conduct of the pupils in the class room was satisfactory, and the information, exhibited by the students in the junior diploma examination, as great as could be expected from attendance for one session only, on so extended and complicated a branch of medicine.

In regard to the Hindustani class, the Professor of *Materia Medica* **Materia Medica, Hindustani Class.** expressed his satisfaction with the manner in which they had been taught, and with their proficiency in the general and diploma examinations conducted by him.

The Professor of Medical Jurisprudence reported that the course of **Medical Juris-** Toxicology, to which the past winter session was en-
prudence. tirely devoted, consisted of forty-five lectures, of which every fourth on Saturdays was devoted to the practical testing of such poisonous agents as are capable of being detected by chemical analysis.

The attendance of a few of the students on these lectures was very irregular. The conduct and assiduity of the remainder was in every way satisfactory.

The Officiating Professor of Medicine reports that he is quite satisfied with the attention of his class at Clinical lectures **Medicine, Eng-**
lish Class. and the Clinical practice of the Hospital.

Since the Male Hospital was closed for repairs, and Clinical lectures became impracticable, a series of Systematic examinations on the pathological preparations in the museum had been given by the officiating Professor of medicine twice a week.

The opportunities thus afforded, in addition to the general examinations, have led Professor Webb to form a high opinion of the general attainments of the English class as most creditable to them.

Hindustani The Hindustani class were found greatly deficient
Class. generally in their knowledge of medicine.

The Professor of Surgery reports favorably of the conduct and progress of his class. The students were very regular **Surgery, Eng-**
lish Class. in their attendance upon the lectures, and, up to the closing of the male hospital for repairs, they were most attentive to their Clinical studies.

Eleven out of the sixteen students who presented themselves for final examination passed very creditably. Five were rejected **Hindustani**
Class. as unqualified in surgery. The working and efficiency of this class is not to be judged of, however, by the result of this examination; but by the number of really able and most useful hospital assistants which it placed at the disposal of Government during the year, for service with the different regiments throughout the country.

The Officiating Professor of Midwifery states his high satisfaction with the attainments of the pupils, both final **Midwifery.**
and general.

They evidently understood all that they had learned, and were accustomed to think correctly, before giving hasty answers. The result of the honor examination was in every sense creditable.

The diploma examination of the English class was conducted by Surgeon J. Forsyth, the Govern-
Diploma Exa- mination, English
Class. ment Examiner, assisted by the following gentlemen as assessors:

Senior Surgeon J. Grant, Apothecary General.

Senior Surgeon W. Montgomerie, M. D., Garrison Surgeon, Fort William.

Surgeon A. Chalmers, M. D.,
Surgeon H. Chapman,
Surgeon J. T. Pearson, } Presidency Surgeons.

Assistant Surgeon F. P. Strong, Civil Surgeon, 24-Pergunnahs.

In the appendix are tabular statements of the candidates who presented themselves for diplomas, with the result of their examinations. All were passed, viz. :

- | | |
|-----------------------------------|------------------------------------|
| 1 J. Kearney. | 6 J. W. Marganout, Ceylon student. |
| 2 Bukshi Ram. | 7 Sreenath Mookerjee, 1st. |
| 3 J. J. Durant. | 8 Bholanath Doss. |
| 4 C. Raddock. | 9 Sreenath Mookerjee, 2nd. |
| 5 J. W. Brechman, Ceylon student. | 10 Madhub Lall Shome. |

The gold medal for general proficiency was awarded to Mr. Kearney.

The following extract, from the Government examiner's report, is published for general information :

“ I have only further to remark that, although it appeared to the assessors and to myself that some of the native students shewed somewhat less than the usual facility, in expressing themselves in the English language, yet this was less remarkable in their written theses than in their oral examinations ; and, on the whole, they all displayed a very satisfactory practical acquaintance with the several branches on which we had occasion to test them.

“ I beg leave to add that Mr. Kearney appears to be the most intelligent and deserving candidate of the season ; and, although there were some inaccuracies in his written papers, it is but fair to attribute them to the haste with which, owing to the shortness of the time allowed, he was compelled to finish them ; as in incidentally recurring to the subject in the course of his oral examination, his answers were more satisfactory.”

In November last, upon an emergent requisition from the Medical Board, the senior students of the Military class were examined, and the following declared qualified for employment as Native Doctors :

- | | |
|-------------------------|-------------------------|
| 1 Prem Chand. | 11 Shaik Mahomed Buksh. |
| 2 Bhowanee Deen Tewary, | 12 Shaik Kymoodeen. |
| 3 Mudary Sing. | 13 Meer Hyder Allee. |
| 4 Uhmud Yar Khan. | 14 Shaik Ubdool Wahub. |
| 5 Kadur Buksh Khan. | 15 Sewrakhun Dobay. |
| 6 Mirza Hingun. | 16 Shaik Fukrooddeen. |
| 7 Shaikh Usgur Alli. | 17 Sobhan Khan. |
| 8 Nubee Buksh. | 18 Shaik Fyzoollah. |
| 9 Choonee Loll. | 19 Shaik Golam Gouse. |
| 10 Meer Dedar Buksh. | 20 Umeer Hossain. |
| | 21 Shaik Wuzeer Alli. |

The gold medal for general proficiency in the class was awarded to Prem Chand, and all were placed at the disposal of the Board of Administration, for employment in the Punjab.

At the end of the session in March, a second examination **Further supply of Native Doctors.** for the diploma of Native Doctors was held, when the following students passed, and were placed at the disposal of Government:

22 Shaikh Subratee.	28 Nezamooddeen,	} Assamese.
23 Shaikh Alli Buksh.	29 Gungapershaud,	
24 Shaikh Nooruddin.	30 Shaik Rujub Alli,	
25 Shaikh Junglee.	31 Ahmud Khan, 1st.	
26 Shaikh Suffer Alli.	32 Sadoolla Khan.	
27 Hormuth Khan.	33 Ahmud Khan, 2nd.	
34 Nuwaub Khan.		

During the past session the new regulations of the College, regarding examinations, were acted upon for the first time; the first **Junior Diploma Examinations.** pass or diploma examinations were conducted by the Professors of Anatomy and Physiology, Descriptive and Surgical, Anatomy, Botany, Chemistry, and Materia Medica. Certificates of qualification in those subjects were awarded to the following students:

Fifth year Students.

- 1 Sreenath Mookerjee, 1st,
- 2 Bholanath Doss.
- 3 Sreenath Mookerjee, 2nd.
- 4 Bukshi Ram.
- 5 Madhub Lall Shome.
- 6 J. Kearney.
- 7 J. W. Brechman.
- 8 J. W. Marganout.
- 9 J. J. Durant.
- 10 C. Raddock.

Fourth year Students.

- 11 Deno Nath Das.
- 12 Mahomed Jaun.
- 13 J. Hinder.

Third year Students.

- 14 Abdool Humeed, 2nd.
- 15 Brindabun Chunder Chatterjee.
- 16 Umbika Churn Chatterjee.
- 17 Chunder Coomar Deb.
- 18 Brijonath Bundoo.
- 19 G. H. Daly.
- 20 Mittoonjoy Bose.

Second year Students.

- 21 Jogendronarain Sen.
- 22 Nilmadhub Mookerjee.
- 23 Khitter Chunder Nundy.
- 24 J. Foy.
- 25 Unnodapersaud Naug.

The detailed tabular results of the examinations referred to are contained in appendix C. to this report.

The appendix contains, as usual, the hospital and dispensary returns of the past year, the official report on the students who have left the College, the various examination questions, with the answers of the most proficient students, a prize roll, and tabular statements of the results of all the examinations held. The answers of the students are printed without any correction of errors, either of grammar or of fact, contained in them.

The whole of the College is at present under repair, in consequence of which the Male Hospital has been closed for the last two months. The female patients were transferred to the male wards, during the repair of the building occupied by the former, as there was no other institution of similar character in Calcutta, in which they could be placed,

The Museum has been transferred to the building formerly occupied by the Ceylon students. The quarters occupied by the Hindustani class have been specially inspected by the Military Board, with a view to increase considerably the accommodation of the students, and the general improvement of the ventilation of the building.

Dacca College.

EIGHTH YEAR.

Local Committee on the 30th September 1850.

R. H. MYTTON, Esq., C. S.,....	Officiating Commissioner of Revenue.
C. T. DAVIDSON, Esq., C. S., ..	Officiating Civil and Sessions Judge.
C. TOTTENHAM, Esq., C. S.,....	Collector.
R. HAMPTON, Esq., C. S.,.....	Officiating Abkaree Commissioner.
R. ABERCROMBIE, Esq., C. S.,..	Magistrate.
J. P. WISE, Esq.,.....	Unconnected with Government.
C. J. SARKIES, Esq.,	Unconnected with Government.
SYUD ABBAS ALI,.....	Principal Sudder Ameen.
KHAJEH ALIM OOLLA,	Zemindar.
BABU RAJ MOHUN RAI,.....	Zemindar.
MIRZA GOLAM PEER,.....	Zemindar.
BABU MITRAJEET SING,.....	Zemindar.

Establishment of the Dacca College as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
G. Lewis, Esq., (a)...	<i>Principal and Secretary to the Local Committee, Head Master,</i>	600	23rd June 1846.
D. Foggo, Esq., B. A.,...		400	19th July 1850.

Senior School Department.

Mr. F. Tydd,(b)	<i>Second Master,</i>	300	9th July 1847.
Mr. J. Rees,	<i>Third Master,</i>	200	2nd April 1846.
Mr. W. J. Gunn,(c).....	<i>Fourth Master,.....</i>	150	1st May 1846.

Junior School Department.

Mr. S. Robinson,	<i>First Master,</i>	150	1st Feb. 1850.
Mr. L. F. Lefevre,	<i>Second Master,</i>	100	1st Feb. 1850.
Babu Prosono Coomar } Surbadhicarry,	<i>Third Master,.....</i>	80	1st April 1850.
Babu Ramnarrain Seel,	<i>Fourth Master,</i>	65	1st July 1849.
Babu Bhugwan Chunder Bose,	<i>Fifth Master,</i>	50	1st July 1849.
Babu Kassublaul Chund,	<i>Sixth Master,</i>	40	1st June 1848.
Babu Rammanic Sing,...	<i>Seventh Master,</i>	30	1st June 1848.
Mr. J. Lefevre, Junior,	<i>Eighth Master,.....</i>	20	1st June 1848.
Babu Maddun Mohun } Bysak,.....	<i>Supernumerary Stipendiary Master.</i>		

(a) Entered the service in February 1836.

(b) Entered the service in 1831.

(c) Entered the service in January 1836.

Vernacular Department.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Shama Churn Surma,...	<i>Senior Pundit</i> ,	40	1st May 1845.
Hurro Chunder Surma,	<i>Junior Pundit</i> ,	30	26th Feb. 1835.
Babu Bonomally Doss,...	<i>Librarian</i> ,	20	15th Aug. 1846.
Babu Money Mohun } Chund,	<i>Writer</i> ,	19	15th Aug. 1846.

Eleven Servants.

To increase the efficiency of the Local Committee, and to prevent the duty of visiting the College, and
Changes. superintending examinations from encroaching excessively on the time of a limited number of the Local Officers of Government, and particularly to carry out the wish expressed by the Council of Education in their instructions to Local Committees, that they “lose no opportunity of impressing upon the inhabitants, and especially upon the wealthy and influential classes, that it is their duty to educate their children, and to encourage local subscriptions and donations” to the College, the Local Committee recommended that five gentlemen should be added to their number to represent the principal divisions of the community of Dacca; and the appointments were made by the Government accordingly.

Mr. Cargill having been selected by the Lieutenant Governor of the N. W. Provinces to be the Principal of the Delhi College, Mr. D. Foggo, of the Hindu College, was appointed by the Council of Education to succeed him, as head master. Mr. Cargill made over charge of his office on the 1st of July, and Mr. Foggo joined on the 19th of the same month. The Council of Education desired that their thanks might be communicated to Mr. Cargill, before leaving, “for the zeal and ability with which he performed the duties of head master and Professor of Mathematics in the Dacca College.”

Mr. Smith, who had been removed from the Jessore School to this College, at the recommendation of the late Inspector of Schools, having been allowed ample time to acquire a fair insight into the manner in which the duties of a head master of a school are conducted in a College, was permitted by the Council, an opportunity offering, to return to his former situation at Jessore. Mr. Robinson, the second master of the junior department, was promoted to the head-mastership in succession

to Mr. Smith; and Mr. Lefevre obtained promotion to the mastership vacated by Mr. Robinson. No master on the spot being at the time considered eligible to succeed Mr. Lefevre, Babu Prosunno Coomar Surbadhicary, the first student of all the Colleges of 1848, was appointed by the Council of Education to the vacant third mastership. No other changes have taken place during the year.

Statement of the number of Students and average attendance.	Christians.	Moohumudans.	Hindus.	Total.
Number of Admissions,	9	2	54	65
Number of Withdrawals,	4	4	39	47
Deaths, ... ..	..	...	3	3
Number on the Rolls, beginning of Session, ...	40	19	266	325
Number on the Rolls, end of Session, September } 30th, 1850,	46	15	279	340
Daily Average Attendance, ... ..	...	...	...	293
Out Students admitted,... ..	...	...	...	3

Of the "withdrawals," fifteen were removed, as was intimated in the last annual report they would be, for incapacity, as manifested at the last annual examinations, so that the increase during the year is thirty instead of fifteen. The daily average attendance is 293 to 328, the latter number being the average on the rolls during the session. The attendance was very seriously affected at the commencement of the period reported on by the breaking out of cholera which drove out of the city all who had country residences; and afterwards, during March, April and May by the Smallpox which committed dreadful ravages in Dacca.

During the session, application was made to the Principal by Messrs. Sarkies and Minas, and Babu Rae

Out-Students. Mohun Rae, for admission to the College; but, as they were not admissible under the rules in force, and wished to attend only the lectures in Literature, Composition and History, Mr. Lewis recommended that they might be

permitted to attend these lectures on paying a fee of a hundred rupees each for the session. The parties named consenting to the terms, the Council of Education sanctioned the proposal, passing the following order on the occasion :

“ The Council consider the circumstances to be most creditable to the Officers of the Dacca College, as proving the high public estimation to which it has been raised by their zeal and ability.”

The fees received during the year for tuition amounted to four thousand four hundred and nine, being six hundred rupees in excess of the sum realised last session from the same source.

Fees.

Students who have obtained employment.

No.	Names.	Designation.	By whom appointed.
1	Wm. Cardozo, }	Third Master, Chittagong School,..... }	Council of Education.
2	Kedaressur Roy, ... }	Mohurrir, Sudder Thanna, Dacca, to qualify for a Darogaship, }	R. Abercrombie, Esq., c. s., Magistrate, Dacca.
3	Bhugwut Chunder Gangooly, }	Head Teacher, Furreedpore School, ... }	E. Latour, Esq., c. s., Magistrate, Furreedpore.
4	Juggobundoo Moorkerjea, (Ex-student,) }	Darogah, }	R. Cairnes Raikes, Esq., c. s., Magistrate, Mymensing.
5	Ishan Chunder Chuckerbutty, (Ex-student,) ... }	Darogah, }	R. Cairnes Raikes, Esq., c. s., Magistrate, Mymensing.
6	Oma Churn Banerjee, }	Head Teacher, Mymensing School, ... }	R. Cairnes Raikes, Esq., c. s.

The library has been freely resorted to during the session. Mr. Henry Atherton, C. S., a benefactor to the College, before leaving Dacca for the Cape, on Medical Certificate, placed his books at the disposal of the College for the use of the students, till his return. The Right Reverend the Bishop of Calcutta, who left the following memorial of his visit to the Dacca College in August, “ It gives me great pleasure to witness the prosperity of an institution in this noble building, of which I laid the first stone, November 20, 1841,” presented some valuable works to the library, on the occasion. Ninety-four works, in

The Library.

176 volumes, have been added to the library since the last report was written, including

Collier's Shakespeare, in 8 vols.	Asiatic Journal, in 9 vols.
Holinshed's Chronicles, in 6 vols.	Grote's Greece, in 8 vols.
Monstrelet's Chronicles, in 2 vols.	Todd's Rajasthan, in 2 vols.
Froissart's Chronicles, in 2 vols.	Niebuhr's Rome, in 5 vols.
Asiatic Researches, in 19 vols.	Arnold's Rome, in 3 vols.
etc.	etc.

The apparatus has been used whenever it was required to illustrate the lectures in Mechanics, Optics, and Astronomy. No additions have been made to it during the year.

The Masters. The Principal desired to place on record his acknowledgment of the valuable support afforded him by Mr. Cargill, the late head master, in the very zealous and conscientious discharge of his duties. Mr. Tydd has exerted himself greatly to strengthen the College department, without weakening that of the senior school, having lectured the second College class in history, besides teaching the first senior school class in all subjects. Mr. Rees has been confined to the College Department, in which he is believed to have done good service during the session, having lectured the third and fourth mathematical sections. To all the other masters, with scarcely an exception, Mr. Lewis expressed himself greatly indebted for the zealous support they afforded him in the advancement of the College.

Estimation in which the College is held. The Committee reported that they had every reason to believe the College to stand high in the estimation of the people of Dacca, and the neighbouring stations. Parents and guardians send their sons from distant schools, apparently with little hesitation;—from Chittagong, Rampore Bauleah, Comilla, Mymensing, Burisaul, Furreedpore,—to attend the College. The increase in the collection of fees, and in the number of pupils attending, the Committee also regard as sure indications of the favourable position the College occupies in general opinion.

The Buildings. The buildings continue in good repair.

The want of a sufficiently large examination hall is one that will be felt more and more every year,—until it is remedied by adding to the building.

Examinations.

A Statement of the Classes examined.

College Department.		Senior School.		Junior School.		Total.
First Class, ...	18	First Class, ...	22	First Class,...	33	
Second Class,..	18	Second Class,..	21	Second A.,...	27	
Out Students,	3			" B.,...	28	
				Third A.,...	33	
				" B.,...	33	
				Fourth A.,...	31	
				" B.,...	31	
				" C.,...	30	
				" D.,...	12	
	39		43		258	340

Both of the College classes were examined by the senior scholarship questions. The results of these examinations will be found in the supplement to this report. Both the senior and junior scholarship examinations were superintended by the members of the Local Committee, who were present on the dates opposite to which their names are placed.

SENIOR SCHOLARSHIPS.		JUNIOR SCHOLARSHIPS.	
Date.	Member.	Date.	Member.
Sept. 27th,	R. H Mytton, Esq.,...	Sept. 27th,	Mirza Gholam Peer.
" 28th,	J. P. Wise, Esq.,	" 28th,	Babu Raj Mohun Roy.
" 30th,	R. Hampton, Esq, ...	" 30th,	Babu Mitrajeet Sing.
Oct. 1st,	R. Abercrombie, Esq.,	Oct. 1st,	Syud Abbas Ali.
" 2nd,	C. J. Sarkies, Esq.,...	" 2nd,	Dr. Green.
" 3rd,	C. Davidson, Esq., ...	" 3rd,	The Secretary.
" 4th,	Khajeh Aleem Oolla,		

The orders issued by the Council of Education for the conduct of these examinations were strictly attended to by the Committee.

Candidates for Admission to the Council's List. Ram Sunker Sen, Omah Churn Banerjea, and Krishno Chunder Dutt competed, all successfully, for admission to the second class in the Council's list of candidates qualified for the public service.

The Principal apprehended the results of the examinations of the senior students in the mathematics might not prove so satisfactory as could be wished, from the change of professors when the term was drawing to a close. The examinations in History of the first College class may be affected by the same cause.

In the senior school department of this College there are but two classes, whilst in the same department in the Hindu and Hooghly Colleges there are three. In comparing the results of the junior scholarship examinations, therefore, of the Dacca College with those of the two senior Colleges, it will be remembered that the comparison made is between Dacca boys of one and two years, and Hindu College and Hooghly College boys of two and three years' standing.

Subscriptions and Donations. The gentry of Dacca, both European and Native, have again manifested their zeal in the cause of education, by bestowing liberal donations for prizes to the most meritorious students. The officers employed in the Abkarree department of Dacca subscribed three hundred rupees which they hope to increase to five hundred, that the interest may give a perpetual prize of twenty-five rupees, to be entitled the "Donnelly" prize. The details connected with this donation are to be found in the general report of the Council of Education. The forty rupees, which is opposite to the name of Babu Ram Lochun Ghose—is the interest of one thousand rupees presented by that gentleman in 1842 to the College to be appropriated to annual prizes. To all the gentlemen whose names appear in the adjoining statement the Council of Education desired that their best thanks might be returned for their zeal in the cause of education. The awards were decided by the results of the senior scholarship examinations.

The general report of the Council of Education for the present year contains a more detailed notice of the Donnelly prize.

No.	Prize.	Names of Donors.	Subject.	By whom gained.
FIRST CLASS.				
1	One Hundred Rupees, (Cash,)	R. H. Mytton, Esq., C. S., ...	Best in all subjects,	Ram Sunkur Sein.
2	One Hundred Rupees, (Cash,)	H. Atherton, Esq., C. S., ...	English Literature and Essay,...	Ram Sunkur Sein.
3	One Hundred Rupees, (Gold Medal,)	{ N. P. Pogose, Esq., ex-student of the College,	{ Mathematics,	{ Bhugwan Chundre Bose.
4	Fifty Rupees (Donnelly Prize, Silver Medal,	{ The Officers under the late A. F. Donnelly, Esq., ...	{ History,	{ Bhugwan Chundre Bose.
5	Fifty Rupees,	Khajeh Aleem Oolla,	Bengali Essay,	Gour Narain Roy.
6	Fifty Rupees,	Syud Abbas Ali Khan,	Mathematics, (3d Sec.,)	Ram Chundre Ghose.
7	Fifty Rupees,	Babu Raj Mohun Roy,	Rhetoric,	Gour Narain Roy.
*7	Fifty Rupees,	{ Babu Sonatun Bysak, (ex-student,)	Bengali Essay,	Oma Churn Doss.
SECOND CLASS.				
8	Fifty Rupees,	Henry Swetenham, Esq., C. S.,	Best in all subjects,	{ Anoda Churn Kistagree.
9	Twenty-five Rupees,	C. Tottenham, Esq., C. S., ...	Literature,	C. J. Stephen.
10	Twenty-five Rupees, ..	R. Abercrombie, Esq., C. S.,	Mathematics, 1st day, (4th Sec.,)	Nil Comul Roy.
11	Twenty-five Rupees,	J. P. Wise, Esq.,	Mathematics, 2d day, (4th Sec.,)	{ Anoda Churn Kistagree.
12	Twenty-five Rupees,	W. J. Allen, Esq., C. S.,	History,	{ Issen Chundree Seel 2nd.
13	Twenty-five Rupees,	Dr. Wise,	English Essay,	C. J. Stephen.
14	Twenty-five Rupees,	J. P. Wise, Esq.,	Bengali Essay,	Nil Comul Roy.
15	Twenty-five Rupees,	Moonshee Deno Nath Ghose,	{ Best in all English subjects, 1st C. S. S. Department, ...	{ Thos. Kallonas.
16	Sixteen Rupees,	J. Stephen, Esq.,	Best in Bengali Ditto,	{ Soorjoo Koomar Subodhicarree.
17	Sixteen Rupees,	J. Lucas, Esq., ..	{ Best in all English subjects, 2d C. S. S. Department, ...	{ Bhugwan Chundree Chuckerbuttee.
18	Ten Rupees,	Babu Hurreekissore Roi, ..	Best in Bengali Ditto,	Kaly Kaunt Nundy.
19	Forty Rupees,	Babu Ram Lochun Ghose, ...	{ To five best students senior and junior Department, ...	{ * * *

Only one candidate presented himself, Carapiet J. Stephen, of the fourth College class, for examination for this prize. His answers were not considered sufficiently good either in the matter or in the style to merit the award of so valuable a prize as the Library Medal.

Examination for the Library Medal.

The following is a statement of the general, or non-scholarship examinations, which were superintended by the members of the Committee, who visited the College in turn, whilst they lasted.

Statement of the General or Non-Scholarship Examinations.

Class.	Subject of Examination.	Date of Examination.	Examiners.
First, Senr. School } Department, ... }	Literature,	Sept. 11th, ...	Mr. Lewis.
Second ditto,	Ditto,	Sept. 11th, ...	Mr. Lewis.
First, Junr. ditto,	Ditto,	Sept. 12th, ...	Mr. Lewis.
Ditto, }	Oral Reading and } Grammar, }	Sept. 13th, ...	Mr. Lewis.
Ditto,	History,	Sept. 14th, ...	Mr. Lewis.
Ditto,	Geography,	Sept. 16th, ...	Mr. Foggo.
Ditto,	Arithmetic,	Sept. 17th, ...	Mr. Foggo.
Ditto,	Bengali,	Sept. 18th, ...	Mr. Tydd.
Second, Sec. A, ...	Reading and Grammar,	Sept. 16th, ...	Mr. Lewis.
Ditto,	Arithmetic,	Sept. 14th, ...	Mr. Foggo.
Ditto,	Geography,	Sept. 13th, ...	Mr. Foggo.
Ditto,	History,	Sept. 12th, ...	Mr. Tydd.
Ditto,	Bengali,	Sept. 17th, ...	Mr. Tydd.
Second, Sec. B, ...	Reading and Grammar,	Sept. 17th, ...	Mr. Lewis.
Ditto,	Arithmetic,	Sept. 18th, ...	Mr. Foggo.
Ditto,	Geography,	Sept. 19th, ...	Mr. Tydd.
Ditto,	History and Bengali,	Sept. 18th, ...	Mr. Lewis.
Third, Sec. A, ...	Reading and Grammar,	Sept. 18th, ...	Mr. Lewis.
Ditto, }	Geography and Ben- } gali, }	Sept. 20th, ...	Mr. Tydd.
Ditto, }	Arithmetic and Dicta- } tion, }	Sept. 21st, ...	Mr. Foggo.
Third, Sec. B,	Reading and Grammar,	Sept. 19th, ...	Mr. Lewis.
Ditto, }	Geography and Ben- } gali, }	Sept. 23rd, ...	Mr. Tydd.
Ditto, }	Arithmetic and Dicta- } tion, }	Sept. 24th, ...	Mr. Foggo.
Fourth, Sec. A, ...	Reading and Dictation,	Sept. 20th, ...	Mr. Lewis.
Ditto, }	Bengali and Arith- } metic, }	Sept. 21st, ...	Mr. Tydd.
Fourth, Sec. B, ...	Reading and Dictation,	Sept. 21st, ...	Mr. Lewis.
Ditto, }	Bengali and Arith- } metic, }	Sept. 25th, ...	Mr. Tydd.
Fourth, Sec. C, ... }	All subjects except }	Sept. 23rd, ...	Mr. Lewis.
Fourth, Sec. D, ... }	Bengali, }	Sept. 24th, ...	Mr. Tydd.
Ditto,	Bengali,	Sept. 24th, ...	Mr. Tydd.

Figured statements, shewing the exact results of all the examinations, were forwarded to the Council of Education by the examiners, but the Council confine the publication of numerical values to the performances of senior and junior scholarship candidates.

Out of 340 students, 327 passed under examination; of the
Number of Students examined. absentees nine were sick, two absent on leave, the other two without leave.

No provision being made in the junior scholarship standard for the examination of the students of the senior school department in literature, and to prevent one of the most important subjects of study from falling into total neglect, Mr. Lewis holds an examination annually of these classes in poetical reading. The first class was this year examined by a paper of questions founded on Goldsmith's Traveller, and Deserted Village. The class passed on the whole as well as could be expected under the circumstances. Soorjo Coomar Surbadhicary gained 41 marks out of 50, Thomas Kallonas 38, J. D'Costa 37, and J. Pereira $36\frac{1}{2}$; but Mr. Lewis was still of opinion much more attention would be paid by the students of this department to the construction and analysis of the English language, if the number of the subjects of the junior scholarship standard were made to correspond with that of the senior, by adding to it "poetical reading," and making it include, besides the present subjects, a paper on such authors, as Goldsmith, Thomson, Cowper, Beattie, &c., and perhaps Johnson. The sudden advance, at one step, from an examination in English grammar, to the literature of the senior scholarship standard, is thought excessive and out of proportion. In the mathematics a regular course has been prescribed, and Mr. Lewis is of opinion, a *gradual* advance in literature is not less called for than in the mathematics.

Mr. Gunn's class did not pass a good examination in the
Second Class Senior School. poetry they professed to have read during the year. But Mr. Gunn complains that his pupils give their study almost exclusively to the subjects of the junior scholarship standard, by application to which they may gain scholarships. Bhugwan Chunder Chuckerbutty answered well, gaining 38 marks out of 50. Alfred Tydd came out next, with 36 marks. The handwriting in many instances was slovenly and careless. From the preliminary examination of this class, ten pupils it

was thought, might compete for junior scholarships. The examinations in algebra and arithmetic, Mr. Foggo reported, were not satisfactory, whilst that in geometry was fair. Mr. Tydd was satisfied with the examination in geography, and Mr. Lewis considered the history examination creditable.

Thirty-three pupils; (one absent, without leave) under Mr. **Junior School** Robinson. The oral reading was very good **Department,** generally, much equality obtaining in the **First Class.** class; and in grammar, Mr. Lewis reported the class passed "very creditably indeed." In poetical reading and history, the pupils acquitted themselves *in writing* to the full satisfaction of the examiner, who would, however, have been better pleased had a larger quantity been read during the year in this subject.

Mr. Foggo reports—

"The first class passed a very creditable examination in geography, and did very fairly in arithmetic, though their way of working may be improved."

Mr. Robinson has, therefore, again well sustained the reputation he has established as a teacher. Mr. Tydd, the examiner in Bengali, reports—"this class studied during the year Yates' Sarosungroho, to page 129, that is, on an average, half a page per diem; and Rammohun Roy's grammar, to page 47. I regret being obliged to state that the latter subject was entirely neglected." In the subject which was attended to, one boy, Chunder Nath Chuckerbutty, got full marks, one boy $9\frac{1}{2}$ out of 10, three, nine marks, nine more, over half marks, and all the rest below. It must here be remarked that it was found necessary to relieve Mr. Tydd, at the beginning of the session, of the superintendence of the vernacular studies, to admit of his taking a part in the College lectures, and teaching his own class in all subjects, consequent upon the extension of the mathematical course and the division of the College classes into four mathematical sections. Mr. Tydd is not, therefore, accountable for the state of the vernacular department.

Twenty-seven pupils; (two sick) under Mr. L. LeFevre. The oral reading was reported "good, **Second Class,** generally." The examiner was satisfied **Section A.** with the examinations in explanation and English grammar, which were "very good, with very few exceptions." Mr. Foggo, the examiner in geography and

arithmetic, writes,—“this class is in good condition, and contains but few dull boys. In geography the class passed a very good examination. A good, distinct map of India is much wanted. Tassin’s, the one in use, is confused and indistinct from the mixture of Hindi and English characters. In arithmetic, the boys worked sums in the rule of three, the limit of their standard, very well. The master had carried them beyond this, from the transformation to reduction of fractions, but their work here was not so good. Their mental arithmetic was creditable. Many of the boys write badly and with a want of neatness.” Mr. Tydd was “surprised at the facility and readiness with which two boys, Muddun Mohun Goopto and Issan Chunder Nag, answered the questions in history. On the whole the examination was satisfactory. I would have qualified the expression with ‘very,’ had the attainments been more uniform. The pronunciation of the proper names was in general incorrect.” In Bengali, Mr. Tydd writes, “this class read the 3rd and 4th parts of the Digdurshun, containing about 50 pages, that is, on an average a quarter of a page a day, and several pages of Rammohun Roy’s grammar. The latter subject was neglected, but the results in the former may be considered fair.”

Twenty-eight pupils; (one absent, sick) under Babu Prosunno Coomar Surbadhicary, who did not take charge of the section till March last, after it had been unavoidably in the hands of an incompetent acting master two months. The boys, besides, are not of the same standing as those of section A. The master is young and inexperienced, both of them defects which every succeeding month will serve to remedy. In other respects he is highly qualified, and will prove a valuable officer if he remains in the service, which he most probably will not do, if he can obtain employment in a department which holds out the prospect of a pension after a definite period of servitude. It is matter for deep regret that the very service which of all others requires high literary qualifications, offers the smallest inducements to well-educated men to enter it. The service is now nearly twenty years old, and it might be asked how many men there are in it who entered in its lower grades, that look up to the highest appointments to be obtained in it.

“The examination in oral reading was not particularly good. In explanation the boys passed pretty well, some of them very

well. The examination in grammar was fair. In poetical reading the standard had not been reached." This is Mr. Lewis' report. Mr. Foggo writes, "this section is very much less advanced than section A. in geography, and contains some dull boys, many of whom could hardly point out a single place in the maps of Europe and England. Their arithmetic was better, but not satisfactory." The examination in history is reported by Mr. Tydd to have been "far from satisfactory." In the vernacular, the same examiner writes, "the pupils, with the exception of a few, have done very well."

Thirty-three boys ; (one absent, sick) under Babu Ram Narrain Seel. The principal's report of
Third Class, this section—"A very promising class.
Section A. Reading, clear, distinct, slow. In grammar, with two exceptions, the class passed an excellent examination; and in the explanation of their reader they did fully as well." Mr. Foggo reports, "in arithmetic the examination, with scarcely an exception, was very good. The master appears to have neglected the Bengali measures, and as he was sick during the examination, I was unable to question him on the subject. The dictation was extremely well done, eight making not the slightest mistake; and several write a very neat, good hand. The class has been very well taught." Mr. Tydd writes—"this class passed a remarkably good examination both in geography and Bengali, and much attention appears to have been paid to it, by its teacher."

Thirty-three boys, all present; under Babu Bhugwan Chunder Bose. Mr. Lewis writes of these, that
Third Class, they are "nice little boys, and read nicely;
Section B. their pronunciation is clear and distinct; their knowledge of the amount of grammar required of them was pretty accurate; and they explained passages from their reader pretty well." Mr. Foggo says, "this section did well in arithmetic; but in that subject, and still more in dictation, it is inferior to section A., as there was some misspelling." Mr. Tydd was "pretty well satisfied" with the examination in geography; "not satisfied" with that in Bengali.

Thirty-one boys; (one absent, sick) under Babu Kassub Lall Chund. The oral reading was "very
Fourth Class, good;" the dictation "very good;" the ex-
Section A. amination in explanation and arithmetic "very satisfactory," but that in the vernacular "not so."

Thirty-one boys; (two absent,) under Babu Rammanick Sing. The oral reading was very fair and so was the dictation, with some exceptions. Mr. Tydd writes, "I cannot sufficiently express my approbation of the manner in which most of the boys acquitted themselves, especially in the vernacular."

**Fourth Class,
Section B.**

Both of the examiners were dissatisfied with the results of the examinations of the thirty little boys forming this section, under Mr. LeFevre, junior. Their English reading was not good, nor did they pass well in the Bengali.

**Fourth Class,
Section C.**

Kishnaghur College.

ESTABLISHED JANUARY 1ST, 1846.

FIFTH YEAR.

Local Committee as on the 30th of September, 1850.

J. C. BROWN, ESQ.,	<i>Civil and Sessions Judge of Nuddeah.</i>
G. W. BATTYE, ESQ.,	<i>Collector of Nuddeah.</i>
C. F. MONTRESOR, ESQ.,	<i>Officiating Magistrate of Nuddeah.</i>
C. ARCHER, ESQ., M. D.,	<i>Civil Assistant Surgeon of Nuddeah.</i>
MOHARAJAH SREESH CHUNDER ROY BAHADOOR.	
BABU RAMLOCHUN GHOSE,	<i>Principal Sudder Ameen of Nuddeah.</i>

Establishment as on the 30th September, 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
M. Rochfort, Esq.,	<i>Principal,</i>	600	11th Nov. 1846.*
A. S. Harrison, Esq., } B. A.,	<i>Head Master,</i>	400	17th Nov. 1848.
Mr. S. W. Bradbury, ...	<i>First Assistant Master,</i>	300	4th Nov. 1846.
Mr. G. Beatson,	<i>Second Assistant Master,</i>	200	14th Dec. 1846.†
Mr. J. G. Beanland,	<i>Third Assistant Master,</i>	150	8th Dec. 1845.

Junior Division.

Babu Ramtonoo Lahoree,	<i>First Master,</i>	100	8th Dec. 1845.‡
Babu Doyal Chand Roy,	<i>Second Master,</i>	80	4th Mar. 1846.
Babu Gooroo Churn } Chatterjia,	<i>Third Master,</i>	65	8th Dec. 1845.
Babu Banimadub Bose,	<i>Fourth Master,</i>	50	10th Feb. 1847.
Babu Gobind Chunder } Kooar,	<i>Fifth Master,</i>	40	25th Nov. 1848.
Babu Gudadhur Chuc- } kerbotee,	<i>Sixth Master,</i>	30	25th Nov. 1848.
Babu Hurronath Mitter,	<i>Seventh Master,</i>	20	25th Nov. 1848.
Vacant,	<i>Eighth Master.</i>		
Anund Chunder Shee- } romonee,	<i>Head Pundit,</i>	50	1st July 1846.
Nobogopal Turkolonkar,	<i>Second Pundit,</i>	30	3rd Aug. 1846.
C. Archer, Esq., M. D.,	<i>Medical Attendant,</i>	100	13th May 1846.
Writers, Office Establishment, and Servants,		115	

* Entered the service in September 1830, as head master of the English department of the Calcutta Mudrissa.

† Entered the service in October 1836.

‡ Last teacher of the junior department of the Hindu College in 1834.

Statement exhibiting the Number, Caste, &c., of the Pupils as on the 30th September 1850.

Brahmins,...	.....	.....	.....	.....	121
Chuttrees or Rajpoots, .....	.....	.....	.....	.....	12
Voiddees,...	.....	.....	.....	.....	7
Kyusts,...	.....	.....	.....	.....	40
Coomars, ...	.....	.....	.....	.....	3
Teelees,	.....	.....	.....	.....	5
Moyrahs, ...	.....	.....	.....	.....	2
Agoorees,	.....	.....	.....	.....	2
Koibbutos,	.....	.....	.....	.....	3
Nooree,	.....	.....	.....	.....	1
Joojee, ...	.....	.....	.....	.....	1
Shootrodhur, .....	.....	.....	.....	.....	1
Christian,...	.....	.. ..	.....	.....	1
Moohummudans,...	.....	.....	.....	.....	5

Total Number of Pupils,..... 204

Statement exhibiting the Number of Scholarshipholders and Pay and Free Pupils as on the 30th September 1850.

Scholarship-holders.	Free Scholars.*	Pay Pupils.	Free Pupils.	Total.	Remarks.
18	0	175	11	204	

Statement exhibiting the Number of Students studying different languages as on the 30th September 1850.

Sanscrit.	Arabic and Persian.	English.	Urdu.	Bengali.	Remarks.
0	0	204	0	204	

* Free scholars are those qualified for scholarships for whom there were no vacancies.

At the commencement of the last session the College house was under repair, and no accommodation could be found in Kishnaghur for the classes, so each master instructed at his own house such of his pupils as attended. This imperfect mode of instruction continued until 12th December, when all the classes re-assembled.

In the month of March the Smallpox made its appearance at Kishnaghur and numbers were withdrawn from the College, while others obtained leave of absence on account of the panic with which they were seized. A senior scholar, Ombica Churn Ghose, died from the malignant effects of this disease, and a gloom was cast over the institution. The superior abilities and amiable disposition of this young man excited the sympathy of his fellow students, and they resolved to erect a tablet to his memory. The tablet has been received; and, while it remains as a record of the ability and kind heart of their departed friend, it will shew how ready they are to honor and respect talent and virtue.

The students, 204, are divided into a College, a senior and a junior school. The College has four classes, the senior school two, and the junior four and three sections.

The students consist of

Six senior scholars.	|	One hundred and thirty-two pay
Twelve junior scholars.		students at 2 rupees.
Forty-three pay students at 3 rupees.		Eleven free students.

The schooling fees and fines realized from the 1st October 1849 to 30th September 1850, amounted to 5,076 rupees, being a decrease of rupees 972-10 annas as compared with the preceding year.

Schooling fees,	4,979	8	0	
Fines,	96	15	0	
	<hr/>			5,076 7 0

Philosophical Instruments. The philosophical instruments are in a perfect state.

The Library is in a perfect state and the books in good order, it now consist of 1,076 volumes for use and circulation, 317 of which were added during the past session.

Library. The house now occupied by the College is well situated and rented for 125 rupees monthly. It is in good repair, but affords very inadequate accommodation. At present there are four classes in the verandah.

Building.

The only funds appertaining to this institution, are the sum of rupees 14,773, subscribed for the special purpose of building a College at Kishnaghur, and now in the hands of the Government Agent.

Funds.

The masters and pundits have been regular, attentive and zealous in the discharge of their respective duties.

College Masters.

The students are regular in attendance, observe the regulations of the College, and are respectful and obedient to their masters as well as decent in their appearance.

The Students.

The College appears to be in high repute with the Native community, yet general dissatisfaction is expressed at no college building having been erected, after a lapse, as they say, of five years of promise.

Estimation of the College by the Native Community.

The school class examination commenced on the 10th September.

The first class senior school, consisting of thirteen students, from 13 to 24 years of age, was examined by the Principal in literature, grammar and history, who says—"I examined this class in literature, grammar and history. The reading was good, the explanation full and precise, the grammar fair and the history clear and distinct."

Mr. Harrison observes: .

"The Euclid of this class would have been a credit to any set of boys. One worked eleven propositions from the first three books, and did two deductions out of three, besides passing a fair *vivâ voce* examination.

"The arithmetic was a failure, algebra but little better.

"The geography, with several problems on the terrestrial globe, did them credit."

The Maharajah Sreesh Chunder Roy Bahadoor says—"I examined this class in Bengali; they did well in reading, spelling and meaning, but not in translation."

This class consists of fifteen students, from 20 to 14 years of age. The Principal examined it in literature, grammar and history. He remarks—

Second Class, Senior School,

"This class last year gave a very good examination, but a very indifferent one on the present occasion. Some of these young men appear dull, and others have violent impediments in their speech.

"The reading and explanation were generally indifferent, the grammar imperfect, and history only tolerable."

Mr. Harrison says of their arithmetic, algebra, geometry and geography—"Very poor in comparison with last year."

Maharajah Sreesh Chunder Roy Bahadoor remarks—"The boys of this class passed a fair examination in reading, spelling, explanation, but indifferently in translation."

This class consists of seventeen students, from 19 to 14 years of age. The Principal examined this class in literature, grammar and history, and remarks—"In reading and explanation, both in poetry and prose, the examination was reputable, in grammar fair, and in history very good."

**First Class,
Junior School.**

Mr. Harrison says—"the arithmetic and geography of this class were satisfactory."

Maharajah Sreesh Chunder Roy Bahadoor says—"I am happy to state that the students of this class acquitted themselves fully to my satisfaction,"

**Second Class,
Junior School.** This class consists of nineteen students, whose ages range from 18 to 12.

Mr. Harrison examined this class and says—"These boys read badly and expressed themselves in English badly, otherwise their literature examination was creditable. Their history was well got up, their grammar fair; on the whole the examination of this class reflected credit on their master. The arithmetic is an improvement on last year. The geography was very good."

Maharajah Sreesh Chunder Roy Bahadoor says—"This class did fairly in Bengali reading, explanation and spelling, but indifferently in translation."

This section consists of twenty-one students, whose ages range from 20 to 13. At the examination, **Third Class,
First Section,
Junior School.** some did well, others indifferently in history and grammar. In geography all very well, in arithmetic some few did well, but too much was attempted.

Maharajah Sreesh Chunder Roy Bahadoor says—"This class passed an indifferent examination."

This section consists of nineteen students, from 17 to 10 years of age. The examiner says—in history, twelve were well and seven bad, **Third Class,
Second Section,
Junior School.** in grammar, fourteen well and five tolerable, in geography, all very well, and in arithmetic fair.

"In Bengali this class read, explained and spelled very well."

This section consists of twenty-one students, whose ages range from 14 to $9\frac{1}{2}$. It was examined by Mr. Beatson, who says—"the reading was creditable, the grammar fair and the geography very good. In arithmetic five were indifferent, but the rest creditable."

In Bengali this class read, explained and spelled more satisfactorily than the class above.

This section consists of eighteen boys, from 13 to 9 years of age. It was examined by Mr. Beatson who says—"they read and gave explanation in a very creditable manner. In grammar they were fair, and in arithmetic very well."

The Bengali examination was highly satisfactory.

This section consists of twenty-six boys, from 13 to 7 years of age. It was examined by the Principal, who remarks—"this is a very promising class. Ten of these boys read very well easy sentences, repeated grammar as far as the moods and tenses, worked questions in the four first rules of arithmetic. They are fit for promotion."

The remaining 16 read easy sentences, explaining what they read and spelling each word. They could reckon up to 500, and appear to be carefully taught.

Maharajah Sreesh Chunder Roy Bahadoor says—"that this class also read, spelled and explained with credit to themselves."

The detailed scholarship returns of the College are contained in the appendix. The College has done well, and continues to maintain its high reputation.

Scholarships.

Chittagong School.

FOURTEENTH YEAR.

Local Committee on the 30th September 1850.

R. TORRENS, ESQ.,	Commissioner.
A. SCONCE, ESQ.,... .. .	Civil and Sessions Judge.
EDWARD LAUTOUR, ESQ.,	Officiating Collector.
EDGAR F. LAUTOUR, ESQ.,	Magistrate.
N. CHEVERS, M. D.,	Civil Surgeon.
SHEIK OBEDOLLAH KHAN,.. ..	{ Late Principal Sudder Ameen, now a pensioner,
MOULUVEE ASHRUFF ALI KHAN,	
	Principal Sudder Ameen.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. J. K. Rogers,	Head Master,	200	23rd Mar. 1846.
Mr. A. McCarthy,	Second Master,	100	26th June 1850.
Mr. W. Cardozo,	Third Master,	40	24th July 1850.
Babu Poorno Chunder,..	Fourth Master,	30	27th Dec. 1847.
Babu Pranhurry,	Fifth Master,	20	27th Dec. 1847.
Muddun Mohun,	Pundit,	25	5th Sept. 1842.
Servants, .....	.....	18	
Total, Co.'s Rs.,.....	.....	443	

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.					Nature of Charges.	ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant, dated 16th Dec. 1840.	Establishment and Expenses as fixed by Government, dated 16th Dec. 1840.		Items.	Total.
„	5736	5736	336 5736 6072	6072	English Teachers, ...	4494 12 10	4991 7 0
					Bengali Teacher, ..	280 10 2	
					Establishment,	216 0 0	
					Books as per Circular No. 22,	0 0 0	
					Contingencies,	4 0 0	
					Stationery,	47 10 0	51 10 0
					Costs for repairing the School,	0 0 0	
					Total, Co.'s Rs.,...	.....	5043 1 0

History of the School. This school was first projected in the year 1836, at which time at the suggestion of the Commissioner, Mr. Dampier, and with the co-operation of other residents, considerable subscriptions were realized and the school house was built. At the same time, the proposal being laid before the General Committee of Public Instruction, was favorably entertained, a grant of Rs. 150 a month for a master was sanctioned, and from January 1837, the school has been conducted as a Government Institution.

The school is efficiently and orderly conducted, and is in excellent repute with the community. On the 30th September, 112 pupils were enrolled on the books. This number is not limited or determined by the applications for admission, but by the inability of the school establishment to undertake the tuition of a greater number of scholars.

The head master, Mr. Rogers, and the fourth and fifth masters occupy the position they held last year. The Committee state that they have every reason to speak favorably of Mr. Rogers as a diligent and judicious teacher. Babus Poor-nochunder and Pran Hurry, the fourth and fifth masters, merit also their approbation, as appearing to do justice to the large classes entrusted to them. Mr. McCarthy, the second master, joined the school on the 3rd August in place of Mr. Lochner resigned; and Mr. Cardozo on the 5th August in place of Babu Reshekesh Pal removed by the Council.

Classes. At present the classes stand as follows:

First Class,	.. .. .	10
Second Class,	.. .. .	10
Third Class,	.. .. .	17
Fourth Class,	.. .. .	27
Fifth Class, First Division,	.. .. .	17
Second Division,,	.. .. .	31
		48

Total,		112

The average age of the pupils is as follows:

First Class,	14 to 19
Second Class,.. .. .	12 to 17
Third Class,.. .. .	10 $\frac{3}{4}$ to 16
Fourth Class,	8 $\frac{1}{2}$ to 13
Fifth Class, First Division,	8 to 12 $\frac{1}{2}$
Second Division,	7 $\frac{1}{4}$ to 11 $\frac{1}{2}$

The attendance during the past year has been pretty regular, especially of the second class and the two sections of the last class, in both of which, considering the large number of pupils comprising each section, the account of actual absenteeism is not great.

Hardly any changes have occurred in the classes throughout the past session. The same boys, generally speaking, constitute the several classes as they did last year; and have been kept to the same books revising, re-reading some, and advancing from a lower to a higher page in others.

The Committee, in their report, make no detailed mention of the manner in which the annual examination was conducted; it occupied from the 27th September to the 3rd October. From the marks obtained by the pupils of the several classes, as exhibited by the tabular statement of the examination, it appears that they passed very creditably. Only one boy, in the first class, failed to obtain one-half of the total number of marks, and his failure was by an inconsiderable fraction. The others gained from one-half to two-thirds of the total. The same remarks are applicable to the second class, and to the third; all the classes exhibit an almost equal average in the marks for Bengali. It may likewise be noticed that none of the classes was examined in reading.

The result of the junior scholarship examination in this school, is appended to the report of the Dacca College to which the school is attached.

Junior Scholarship Examination.

Commillah School.

FOURTEENTH YEAR.

Local Committee on the 30th September 1850.

T. BRUCE, Esq.,	Civil and Sessions Judge.
H. C. METCALFE, Esq., .. .	Collector.
E. SANDYS, Esq.,	Magistrate.
G. A. PAXTON, Esq.,... ..	Assistant to Collector and Magistrate.
C. HORTON, Esq.,	Civil Surgeon.
F. COURJON, Esq.,	Landholder.
MOULUVEE MOOHUMMUD ALLY } KHAN BAHADOOR, .. .	Chief Sudder Ameen.
MOULUVEE GOLAUM AYEAH, ..	Cazee.
BABU GOUR MOHUN ROY,	Dewan of the Rajah of Tipperah.
REAZOODDEEN AHMUD,	Serishtadar Judge's Court.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. H. G. Leicester, ...	Head Master,	200	6th May 1839.
Babu Omurto Laul } Gopto,	Third Master,	30	9th Aug. 1848.
Babu Junmajoy Doss, ...	Fourth Master,	30	10th May 1848.
Nobin Chunder Banerjea,	Pundit,	25	1st May 1844.

Local Receipts and Disbursements from Oct. 1849 to Sept. 1850.

Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government.	Nature of Charges.	ACTUAL CHARGES FROM OCTOBER 1849 TO 30TH SEPTEMBER 1850.	
					Items.	Total.
Realized on account tuition fees, &c., from October 1849 to 30th September 1850,....	4932 0 0	4932 0 0	3420 0 0	English Teachers,..	3120 0 0	3420 0 0
				Vernacular Teacher,	300 0 0	
				CONTINGENCIES.		
				Stationery for 1850,	.....	54 14 0
						3474 14 0*
				Salary of two Peons } at 4 each,	96 0 0	175 4 0†
				Salary of one Duf- } tery at 4,	48 0 0	
				Salary of one } Sweeper at 2, ..	24 0 0	
				Contingencies,.. ..	7 4 0	
				Remitted to the } Collector's Trea- } sury being surplus } proceeds of tui- } tion fees, &c., ..	.....	516 6 10
		691 10 10				691 10 01

* Paid by Government.

† Paid from Local Receipts.

The following report, regarding the state, condition and progress of the Government School at Commillah, for the year ending with the 30th of September 1850, was submitted by the Local Committee:

State of the School.

“The school was established on the 4th of September 1837.

“The Local Committee consists of six European and four Native gentlemen.

“The instructive establishment consists of a head master, two junior masters in the English department and one pundit.

“The total number of scholars, on the roll at the close of the year under review, was 74. Their caste will be found detailed in the appendix.

“The number of scholarshipholders is two. The number of pupils, paying the expenses of schooling, &c., is 74. Free scholars there are none.

“The entire number of scholars amounting as above to 74, study two languages, English and Bengali.

“No material changes have occurred in the affairs or management of the school during the year under report.

“The abolition of the second class is considered by Mr. Leicester, the head master, not to have been conducive to the improvement of the school, and in this opinion the Local Committee concur. The third class do not pursue the course of study followed by the second class while it existed, and the consequence is that they are necessarily hurried over the more elementary works in order to be raised to the standard of forwardness required for promotion to the first class. The Local Committee would suggest that as the number of scholars is increasing, and that increase is likely to continue, a second class should be again established. There exists, the Committee are aware, the consideration of expense in providing a second master, but they conceive it to be their duty to view this as a point secondary in importance to the improvement of the school, a result which they do not doubt would follow the measure here suggested.

“There are no donations for prizes made by individuals. The Rajah of Tipperah provides the funds for two junior scholarships, (at present devoted to the payment of schooling fees in consequence of no candidates having last year succeeded in passing the necessary examination) and Rajah Suttachurn Ghosaul Bahadoor is equally liberal to the extent of one scholarship.

“The following are the results of the recent general examination.

General Examinations. The first* class was examined by Mr. Metcalfe, in reading Poetry, Grammar, History, Geography, Mathematics and translations. The result impressed him with a very favorable opinion of the progress made by the

First Section.

* Junior scholarship Standard.

Second Section.

Prose Reading, Poetry No. III.

Grammar—Syntax.

History—Greece and Rome.

Geography—Stewart's Geometry, 1st and 2nd Books.

scholars, and of the attention and ability evinced by the head master in bringing them up to so very respectable a standard in each class of their studies. Mr. Metcalfe remarked that evident attention had been paid to the material point of the pupils comprehending what they read. He particularly indicates the first four boys, Kisto Chunder Chuckerbutty, Mohes Chunder Dey, Raus Mohun Chuckerbutty and Oma

Arithmetic—Square and Cube Roots.

Translations from Bengali into English and *vice versa*.

Vernacular.

Guana Nuba and Bhogobutt's Grammar.

general propriety of conduct. The Council remark that he alone of the entire class has not been a single day absent from his studies during the year under report. The average age of the first class is 16 years.

"The third class* was examined by Mr. E. Sandys and Mr. Horton, who thus express their opinions of the boys :

First Section.

* Azimghur Reader, to page 149.

Poetical Reader, No. I. to the end of Chap. III.

Catechism of Roman History, throughout.

Grammar, the Rules of Syntax.

Geography, Chambers throughout.

Arithmetic, (Smith's) Division of Vulgar Fractions.

Translations from Bengali into English.

Vernacular.

Bhogobutt's Grammar and Keith's ditto—Nithi Kotha, No. III.

"I have examined this day

Second Section.

Prose Reader, No. III. to page 80.

Grammar, Tenses of Verbs.

Geography, Europe and Asia.

Arithmetic, Rule of Three Inverse.

proficiency for a prize ; I also recommend Tarinee Kunth Doss for general proficiency. I recommend two other boys, Razoonee Koomar Dutt and Tarrucknauth Sein, for regular attendance and general good conduct."

"The average age of this class is 13 years.

"The fourth class was examined by Mr. Bruce. His opinion regarding the boys forming it, is thus given :

First Section.

Denonauth Sein.

Dwarkanath Sein.

Hurypersaud Ghuttuck.

Juggobundoo Gopt.

Prose Reader, No. 2, to page 100.

Woollaston's Grammar, as far as Interjections.

Clift's Geography, whole of Asia.

Arithmetic, as far as Reduction.

Churn Mookerjea as deserving of prizes for the manner in which they passed their examinations, while he would award a similar testimonial of satisfaction to Neel Money Doss on the same score, and also as a token of the Council of Education's satisfaction with his extremely regular attendance and

The Council remark that he alone of the entire class has not been a single day absent from his studies during the year under report. The average age of the first class is 16 years. "The proficiency of the class is, I think generally satisfactory. The first prize I award to Surrut Chunder; the second to Moo-hummud Uzghur; the third to Nil Comul Surma; the fourth to Gobindpersaud Doss. In reading, grammar, geography, and history, I found Surrut Chunder and Mahomed Uzghur nearly equal, but in Arithmetic Surrut Chunder was far ahead both in quickness of calculation and in general knowledge of the science. With reference to the short period this boy has been with this class, I consider his proficiency very great. Gooroo Dyal Doss is much behind the remainder.

second Section of the third class, consisting of 11 boys (all present) in reading, geography, grammar, spelling, and arithmetic at the Government School Commillah, and have found the answers on all these subjects very satisfactory. I recommend as an encouragement for regular attendance a boy by name Ram Bux, who has not been absent during the year a single day, for a prize. I recommend Brijo. Nauth Gopto for general

"The three first boys of this Section should have prizes for merit, and No. 4, for regularity of attendance. No. 1 and perhaps No. 2 and 3 also, but certainly No. 1 ought to be sent to a higher class.

Second Section

Aunundo Chunder Sein.
 Narain Chunder Doss.
 Okhoy Chunder Sein.
 C. Leicester.
 J. Leicester.
 Prose Reader, No. 1, to page 99.
 Spelling, No. 2, to page 33.
 Arithmetic, Simple Subtraction.

“ Nos. 10 and 11, being the two best in the class, should have prizes. Nos. 12, 16 and 17, should, if possible, all have prizes for regular attendance.

Third Section.

Spelling, No. 1, and Alphabet, more or less.

“ No particular remarks are called for, with respect to these boys being beginners.

“ As a general remark, I should say that it would be better that the boys were compelled to speak English more than they do.

“ The result of the examination of the class is altogether very satisfactory, and the improvement in some of the boys, since I last examined them, very decided.”

“ The average age of this class is 8 years.

“ The following, therefore, is a detailed list of the boys considered by the Committee generally to be entitled to prizes :

FIRST CLASS. .

Kisto Chunder Chuckerbutty.	|	Raus Mohun Chuckerbutty.
Mohes Chunder Dey.	|	Oma Churn Mookerjea.
Neel Money Doss.		

THIRD CLASS (SECTION FIRST.)

Surrut Chunder Doss.	|	Neel Kummul Surma.
Mahomed Uzghur.	|	Gobindpersaud Doss.

SECOND SECTION.

Ram Bux.	|	Tarreeneekunth Doss.
Brijonauth Goopto.	|	Razooneekoomar Dutt.
Tarrucknauth Sein.		

FOURTH CLASS, FIRST SECTION.

Denonauth Sein.	|	Hurrypersaud Ghuttuck.
Dwarekanath Sein.	|	Juggobundoo Gopt.

SECOND SECTION.

Annund Chunder Sein.	|	Okhoy Chunder Sein.
Narain Chunder Doss.	|	C. Leicester.
J. Leicester.		

“ The Bengali examination was chiefly conducted by Moonshee Reazooddeen Ahmud, assisted however by other members of the Committee. He speaks in very favourable terms of all the classes, but

specifies the following pupils as particularly meritorious and deserving of prizes:

FIRST CLASS.

Mohes Chunder Dey.	|	Raus Mohun Chuckerbutty.
Oma Churn Mookerjea.	|	Goluck Chunder Ghoocho.

THIRD CLASS.

Mohendro Koomar Dhur.	|	Doorgah Dyal Doss.
Gooroopersaud Ghuttuck.	|	Ramkoomar Doss.

Dwarekanath Gopt.

FOURTH CLASS.

James Leicester.	|	Hurry Koomar Dutt.
Phuttick Chunder Doss.	|	Pearry Mohun Sing.

“ The state of the Library is satisfactory, with the exception of a few volumes, the necessity for binding which has been already reported to the book agent and received his approval.

“ The school building is in good and thorough repair.

“ The Committee are desirous of placing on record their very favourable estimate of the exertions of the masters of the school, and especially of Mr. Leicester, head master, towards the improvement of the scholars placed under their tuition.”

The scholarship returns are continued in the appendix : none have gained.

Sylhet School.

ELEVENTH YEAR.

Local Committee as on the 30th September 1850.

H. STAINFORTH, ESQ.,	Judge.
M. SHAWE, ESQ.,	Officiating Collector and Secretary.
W. B. BUCKLE, ESQ.,	Officiating Magistrate.
C. G. ANDREWS, ESQ.,	Civil Assistant Surgeon.
MOULUVEE SADDUT ALI KHAN,..	Sudder Ameen.
BABU RAMGOTTY MITTER,	Deputy Collector.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
William Henry Fox, ...	Head Master,	150*	13th Mar. 1850.
Babu Kistosoonder Ghose,	{ Officiating Second } { Master,	30	9th June 1847.
Goureesunker Turko- } bhoosun,	Pundit,	15	2nd Jan. 1841.

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				Nature of Charges.	ACTUAL CHARGES FOR 1849-50.		Remarks.
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government, dated		Items.	Total.	
„	2340			Instructive Establishment,	1556 7 3*	.....	{ * Paid by Government.
				School Servants and Oil, ...	121 8 0†	.....
					<hr/>	1677 15 3	{ † Paid by Local Subscriptions.

* Eighty rupees is drawn as personal allowance.

Local Committee's Report.

The following is the Local Committee's report of the state and working of the school during the past year:

"The head master, Mr. W. H. Fox, took charge of the school on the 13th May last from Babu Kistosoonder Ghose, the officiating second master.

"There were forty-two students in attendance when Mr. Fox received charge, and there are now fifty-two. Of these fifty-one are Hindus and one is a Christian. There are no Moohummudan students at present attached to the school, but there is now an impression among the Moohummudan community that education at a Government school is the surest means of entrance into public employment, and the committee are glad to hear that while a considerable accession of students is likely to take place after the vacation, several Moohummudans have determined on sending their sons to the school.

"The school is divided into three classes. In June last the first and second classes were amalgamated, and the standard of study raised; and eight students of the third class were promoted, and constituted the second class. The number of students in each class is at present as follows:

First class,	.....	.....	.....	9 students.
Second class,	.....	.....	...	8 students.
Third class,	.....	.....	.....	35 students,
				—
Total,				... 52

"The ages of the students in the first class range from fourteen to nineteen years; those of the second from thirteen to fifteen, and those of the third from six to fifteen. The average age of the boys in the third class being ten years to six or seven.

"The attendance has been in fine weather very regular, but the roof of the school house has been so leaky, as to interfere frequently with it in wet weather. This evil will shortly be remedied as measures are in progress for putting a new roof over the school room.

"The three senior boys of the school have undergone an examination for junior scholarships, and the committee have strong expectations that they will be successful. Their success will be highly encouraging to the other boys, shewing them unquestionably that an approved education can be had at the Sylhet School, and it will doubtless give a great impetus to their exertions.

"The first class is divided in two sections A. and B., the former being composed of the three candidates for junior scholarships. During the past year, the students in section A. have read:

In History,	{	Goldsmith's History of Greece.
		Goldsmith's History of Rome.
		Goldsmith's History of England to the reign of Henry V. inclusive.
		Taylor's History of British India.
In Mathematics,...	{	The four first Books of Euclid and part of the VIth.
		Algebra. Simple and Quadratic Equations.
		Arithmetic. Discount and Equation of Payments.
Geography,		Stewart's Geography and the use of the Globes.
Poetry,	{	Fourth Book of Pope's Translation of the Iliad and
		Shakspeare's Hamlet.
Grammar,		Reading Prosody.

"At the preliminary examination held by the Committee on the 1st of August last, the three senior boys were examined with the rest of the

scholars, and the committee recorded a minute, recognizing marked and great improvement in the reading and pronunciation of the boys and in their knowledge of the meaning of words and of the passages read by them; and they direct me to solicit reference to the papers of the examination for scholarships, as containing evidence that great progress has been made by these students in every branch of their education.

“ The boys, in section B. first class, have read during the past year :

In History,	{	Goldsmith's Greece, to the account of the laws of Lycurgus.
		Goldsmith's Rome, to the end of the Punic War.
		Goldsmith's England, to the death of Henry the Vth.
Class Reading, ...	{	Marshman's Bengal, to the reign of Chunder Goopt.
		Reader No. 4, 75 pp. (Prose.)
Geography,	{	Reader No. 2, 30 pp. (Poetry.)
		Clift's Geography, finished.
Mathematics,	{	Stewart's Geography. The British Island and Asia.
		First Book of Euclid, finished.
		Algebra. Subtraction.
		Arithmetic. Rule of Three in decimals.

“ Grammar. To the end of Syntax.

“ Kalleenath Kerr and Gobindpershaud Chukerbutty are much in advance of the other students in this section.

“ The knowledge of history attained by the boys, it was held by the Committee to be as full and minute as the books which they had read gave reason to expect. All answered well; but Gobindpershaud Chukerbutty better than the rest.

“ In pronunciation and reading, there was likewise obvious improvement. The boys in this section were successful in explaining several historical allusions; in relating from memory several of Gay's Fables and in stating the moral deduced from each.

“ On being questioned, they shewed highly respectable acquaintance with the general outlines of geography. They were able to describe the course of several rivers and the direction and physical aspect of mountain chains. They gave the situation of many cities and towns in the four quarters of the globe and sketched a map of Ceylon, answering the questions put to them generally with correctness.

“ In arithmetic they were questioned regarding the principles of ratios and proportions, and answered a few questions put to them regarding the velocity of sound, &c., and two of the boys wrote out in a very short time the 47th Prop. of the first book of Euclid correctly. Kalleenath Kerr is the most advanced student in this branch of study.

“ The answers of the boys in this section to questions put to them regarding the formation of moods and tenses, the irregular verbs and the syntax of the English language were nearly all correct; but they were unacquainted with the general rule under which the final consonant of a verb when inflected is doubled or left single.

“ Second class, eight boys present. These had read :

Reading,	{	50 pp. of the Azinghur Reader.
		42 pp. No. 1, Poetical Reader.
History,		53 pp. Marshman's Bengal.
Geography,		Clift's.
Arithmetic,		Simple Interest.

“The boys in this class appeared to the committee to have acquitted themselves very creditably in their studies, nearly all of which had been commenced from the 1st of June last, and they had committed to memory the 12 first pages of the Eton Chronology of the kings of England.

“Mohesh Chunder Surmah, Mothoor Nath Ghose and Byddenath Dey are the most successful students in the second class.

“During the past year the greater part of the boys of the third class have read :

THIRD CLASS.

Reading,	28 pp. of Prose Reader, No. III.
Geography,	Asia and Hindustan. Clift's Geography.
Grammar,	To the end of the Pronouns.
Arithmetic,	Simple Division.

“The boys in this class are making satisfactory progress, and they (and indeed *all* the boys) were clean and neatly dressed.

BENGALI.

“Babu Ramguttty Mittre conducted the examination in the vernacular, and has reported very favorably of the result.

“The committee think that the Council of Education will recognize great improvement in the Sylhet School, not only from the time when one of the senior scholars divided Grammar into “Syntax, Prosody and *Dysentery*,” and another could only explain “couple” to mean “*cock and a hen*,” and a third surprized his examiner by declaring India to be bounded on the North by the *Neapolitan Dominions*, but during the last year, and it is due to Mr. Fox to say, that the improvement in answers is mainly owing to his judicious management and unremitting attention. The boys esteem him highly as an instructor and appear to be attached to him ; and the committee anticipate that the ensuing year will be one of marked and honorable progress.

“The committee reminded the Council of the following passage in Mr. Lodge's report on the Sylhet School, printed in the General report on public instruction for 1848-49.

“The last four head masters, Messrs. Sweeny, Hand, Watson and Miles, have within as many years resigned the appointment, and all of them urging sickness as the cause.

“The committee entirely concur on the propriety of these remarks. The frequent change of head masters has already proved a great obstacle to improvement, and they trust now that they have a master who has succeeded in bringing the school into a satisfactory, and indeed most gratifying state, that his meritorious exertions will not be rewarded by promotion to a more lucrative situation in another district, but that his emoluments will be augmented here; and this the committee trust will be done as soon as possible: it cannot, they think, be omitted long without injustice and discouragement.

“Great credit is due to Babu Kistosoonder Ghose, who had charge of the school for nearly 8 months before Mr. Fox assumed charge of it.

“The result of the senior scholarship examination, which is appended to the Dacca College reports, is exceedingly creditable, all three of the candidates having gained scholarship.”

Bauleah School.

FIFTEENTH YEAR.

Local Committee as on the 30th September 1850.

T. TAYLOR, ESQ.,	Commissioner.
G. C. CHEAP, ESQ.,	Judge.
W. BELL, ESQ.,	Collector.
A. LITTLEDALE, ESQ.,	Magistrate.
T. W. WILSON, ESQ., M. D., ..	Secretary, Civil Assistant Surgeon.
MOULUVIE ABDUL ALI KHAN } BAHADOOR,.. .. .	Principal Sudder Ameen.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. C. Ridge,	Head Master,	250	8th Jan. 1845.
Babu Hurrogobind Sen,	Second Master,	100	29th May 1850.
Babu Kistochunder } Huldar,	Third Master,	30	1st Aug. 1847.
Babu Mohendronath } Boneree,	Fourth Master,	20	17th Aug. 1850.
Babu Chunder Kissore } Bose,	Fifth Master,	20	29th Dec. 1847.
Koylas Chundra Vedy- anidhee,	Pundit,	25	1st June 1844.

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				Nature of Charges.	ACTUAL CHARGES FOR 1849-50.		
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government, dated 16th December 1840.		Items.	Total.	
„	3828	3828	5604	English Teachers,	4782	11	9
				Pundit,.....	300	0	0
				Servants,.....	240	0	0
				Contingencies, ...	42	0	0
				Books, &c.*	5344 11 9		

* With the Government Book Agent.

The following is the report, forwarded by the Local Committee, which was drawn up by the head master.

The committee make no remarks upon it :

“The Bauleah School is in its fifteenth year.

“The following changes have occurred during the year. The second master, Babu Kalidoss Mojoomdar, was removed for incompetency : he left the school and proceeded to Calcutta in January last to undergo an examination, and never returned. His successor, Babu Hurrogobind, the librarian of the Hooghly College, did not join the school until the end of June. The fourth teacher, Ramchunder Mookerjee, went away on sick leave in March, and died on the 11th of July ; one of the ex-students of the school officiated in his stead, and Babu Mohendronauth Bonerjee was appointed fourth master and joined at the end of September. Subsequently the third teacher, Kistochunder Huldar, was dismissed for improper conduct.

“The studies pursued in the school are according to the scheme laid down by the Council of Education, and under the interrogative system. The internal economy of the school has given general satisfaction, for, on these points, no suggestions have been urged.

“The distribution of the prizes, for the annual examination of 1849, took place on the 3rd of October, the day on which the school closed for the Dussarah vacation. This delay originated in some difficulty in procuring the books required for the prizes. The Civil Court closed on the day previous, consequently the attendance of the Natives was less numerous than usual. The following were the donations for prizes.

“Babu Lokenath Mittre, a wealthy Zumeendar, gave thirty rupees in books and money.

“A Vakeel (whose name in the hurry was omitted) ten rupees in books. Babu Assumund Bagchi, a guardian to one of the Government wards, sixteen rupees in books. Rajah Chundro Sekarrasur Rae, of Tarapore, sixteen rupees in books.

“No report is given of the first class, as the boys composing it competed for scholarships.

“The second class, consisting of nine boys, passed a good examination in their reading, explanation and grammar, with the exception of three boys. In their history and geography satisfactory, with some few exceptions. In their translation from Bengali into English, three were pretty good, and the others indifferent ; there were mistakes in their spelling, and some failed in converting the ideas into English, from not observing the difference in the idiom. There were only four boys who could do any thing well in their arithmetic, algebra or Euclid ; their operations in arithmetic were slovenly done, and though, in some cases, the result was correct, yet it was difficult to understand from their slates how they had been obtained. Five of the boys seemed to go through their propositions in Euclid by dint of memory, and where the clue was lost, they were at once at a stand-still, and tried to recall their ideas, by repeating over to themselves the words in the books : they could not answer questions on the subjects proposed. The materials composing this class are not promising, and if most of them did not want application, their ages alone would be against them. The ages of three of them, respectively, are seventeen years each, that of five of them, sixteen each, and one boy only is fourteen years of age.

“Mr. Littledale and Dr. Wilson examined them in their reading, explanation and grammar. Mr. Cheap in history, Mr. Taylor in geography, Mr. Tucker in their translation, and the head master in arithmetic, algebra and Euclid.

“The third class, consisting of twenty-one boys, passed a good examination in their reading, explanation and grammar, with some few exceptions; their great defect was in explaining their ideas in English. They were not so good in the catechism of history, and many of them were deficient in their geography and arithmetic. These boys have, however, had a disadvantage to contend with, in being without their teacher during the year, as the third master officiated for the second.

“The fourth class, consisting of twenty-six boys, passed a good examination generally. Many of these boys are promising, and I have no doubt, when they are promoted into the third class, they will, in a very short time, be at the head of the class.

“The fifth class, consisting of twenty-six boys,* in their rudiments. I examined these boys, and found only five or six, who had progressed satisfactorily, and these were sharp intelligent boys. The rest appeared to have had little or no pains taken with them. I mentioned this to the master at the time.

“The following are the boys, who, according to their standing in their respective classes from the greatest number of marks obtained at the examination, are entitled to prizes.

SECOND CLASS.

1	Kedereshwar Moitre,	290	marks.
2	Rajcoomar Rae,	270	„
3	Hurrokisore Bose,	257	„
4	Rajchunder Samal,	250	„

THIRD CLASS.

1	Hurrochunder Sirkar,	252	„
2	Kallipersad Samal,	245	„
3	Koilas Chunder Acherje,	243	„
4	Hullodur Sircar,	233	„
5	Doorgadoss Samal,	226	„

FOURTH CLASS.

1	Sreenath Sircar,	250	„
2	Sharada Bosun Samal,	235	„
3	Dwarkanath Sen,	220	„
4	Kistochunder Samal,	220	„
5	Neelkanth Chowdery,	195	„

FIFTH CLASS.

“Five of the best boys, their names cannot be given, as no numbers were given to them for their examination, and from the nature of which, it could not be done; but those who are generally at the head of the class will be selected.

“The books of the library are, for the most part, in excellent order, some few volumes require binding which will accordingly be done.

* Sic in Orig.

“The school is a new building, is in perfect order and no repairs therefore will be necessary during the ensuing year.

“What I have seen of the second master is in his favor; he has been regular in his attendance and attentive to his duties. The fourth teacher arrived just before the examination, I have therefore seen very little of him, but he appears to be intelligent. The officiating fourth teacher and the pundit have given every satisfaction, but I am sorry I cannot speak in favorable terms of Babu Chunder Kissore Bose, the fifth master. I have found him irregular in his attendance, and unable to control his class. I have often been obliged to leave my own duties to call his boys to order and silence.”

Mr. Assistant Professor Brennand's report of this school follows :

“I arrived at Bauleah on the afternoon of Wednesday, the 21st August, and, as the following day was a holiday, it was not until Friday, that I could examine the school. The whole number of boys is 83. With one or two exceptions they are all Hindus, the sons of respectable parents. Some are from a great distance, but living with relatives, who are employed in the offices or the courts; others are the sons of Zemindars residing in the neighbourhood, at a distance of about a mile. Besides this a free school has been recently established, where English is taught: it is supported by a wealthy native, and it contains from 70 to 80 boys, but it has not had the effect, as at first was feared, of diminishing the numbers in the Government School: it is composed of those, who are either unable to pay the established schooling fees, or whose qualifications are below what is requisite for the classes, which from their age they should enter. It is pleasing to find, that those for whom the Government system of education does not provide, are not wholly neglected, and that the means of the charitable, are thus directed in a proper channel.

“The first class consists at present, of only three boys, there being five at the commencement of the year, two have left, one, for bad conduct, the other, Mohun Mohun Roy, to join either the Hindu or the Hooghly College. The latter bears a very high character for his general abilities, having joined the fifth class of this school, in June 1845. He has, during the space of four years, passed through all the other classes, and it is supposed that he will take a high place, should he be permitted to contend for a scholarship at the ensuing examinations. The other three boys

Hurrihur Mookerjee,.....	aged 13 years,
Doorganauth Talapatra	„ 14 „
Goorsunder Singh,	„ 17 „

were examined in the subjects of the junior scholarship course. Written questions were given in history, which were answered by all with great credit. The answers to the questions given orally in geography, showed that they had not neglected this subject, though the ideas they possess, of such terms as latitude, longitude, &c., are extremely vague. They had been reading geometry for 15 months, and propositions were selected for examination from the first three books of Euclid, which were demonstrated with considerable facility, and by Hurrihur Mookerjee, in a manner that showed he fully understood the arguments which were made use of.

The demonstrations of the other two, were marked by certain blemishes which implied a misapprehension of the terms which were used, these, however, with a little care in revision, would easily be removed. To the questions given in arithmetic, from vulgar and decimal fractions, and evolution, correct results were obtained, by the two first mentioned boys, the processes being generally clear and direct, and in arithmetic, these boys are well grounded. Their solutions to some of the examples in algebra, show that they were better acquainted with equations, both simple and quadratic, than with the reduction of fractions. A few passages were translated from Bengali, to enable me to ascertain their powers of writing English; the best was that of Doorganauth Talapatra. In literature, they had read from Richardson's Selections, two books of Milton, Roger's Pleasures of Memory, and Addison's Cato.

"In the second class there are nine boys, who were all present on my visit to the school. They were examined orally in geometry and geography, and written questions were given to them in the subjects of history, arithmetic and algebra. In reading also a subject was selected from Poetical Reader No. 3, each boy reading a portion, and explaining the passage which he read, which showed that they could read fluently, and generally with a good pronunciation, and also that they possess a pretty fair knowledge of English. In geometry, four boys were well prepared in the first book of Euclid. In the simple rules of vulgar and decimal fractions, they are all, with the exception of two boys, well grounded, but they failed in extracting the square root of a decimal, though they were generally able to apply the rules of evolution to an integer. Four boys have attained considerable facility in operations on fractions in algebra. On the questions from the histories of Greece and Rome the majority of the boys obtained marks higher than the mean number that was given. Some of the answers were remarkable for bad penmanship, one or two of the papers for bad spelling, such words, as "oregin," "devide," &c., being used, and some very incorrect sentences occurred, the worst of which was the following: "Regulus was one of the consummate generals that Rome could ever produced." With a few such exceptions as these, their knowledge of the subjects they have read in history, is generally good. The most of these boys have neglected geography, some of them not even knowing the general division of countries in Europe, their chief cities, the large rivers, and other similarly elementary matter.

"The best boys of this class, as far as I was able to ascertain, are the following:

J. E. Burrowes.	|	Keder Mohun Moitre.
Rajchunder Sanul.		Kalinath Biswas.

"In the third class there are twenty-one boys, all of whom were present. They each read and explained a few sentences from Prose Reader No. 4, and Poetical Reader No. 2. The pronunciation of some of them was not very good, but they generally understood what they read. They answered successfully a few simple questions in geography. They were also able to perform operations on the rule of three, and in the simple rules of vulgar fractions.

"In the fourth class, there are two sections—the whole number in the class is twenty-six. The first section is, I think, in a very promising state. I was much pleased with their reading, which was marked with a good

pronunciation, their parsing of the sentences which they read, and their general intelligence in answering questions which were put to them. The second section, though containing some boys that are much older than those of the first, are rather backward in reading.

“The fifth class, consisting of twenty-four boys, is also divided into two sections. The first section is composed of boys who are reading little lessons, which they are accustomed to explain in Bengali. In the other section they are learning words of one and two syllables to which they give the Bengali meanings.

“From the following table, it will be seen that there has been a small increase in the numbers on the rolls, within the last seven months, that the average age of the boys of the first class is less, than what it is for the next two, and that the attendance is generally good.

No. of Class.	No. in Class in January.	No. in Class in August.	Ages varying from	Average age.	Average period in the school.	Average daily attendance from Jan. to Aug.
1	5	3	13 to 17	$14\frac{2}{3}$	.....	$3\frac{4}{5}$
2	11	9	14 to 17	$16\frac{1}{3}$	$5\frac{2}{3}$	$8\frac{1}{4}$
3	19	21	13 to 17	15	$3\frac{2}{3}$	$15\frac{1}{4}$
4	25	26	9 to 14	$12\frac{2}{5}$	$2\frac{1}{2}$	$23\frac{3}{4}$
5	18	24	8 to 12	$10\frac{1}{4}$	$\frac{3}{4}$	18

“The first class is taught by Mr. Ridge himself. He has also, since the end of July, devoted some portion of his time to the third class, and previous to this, he has had the charge of the second class, about an hour each day, the situation of second master being vacant. The other classes, besides the first, have now each their own master, and excepting the times they are with the pundit, are instructed in English, from 10 A. M. till 4 P. M.

“The new school house is completed, and has been occupied for some time. It is an elegant and commodious building, capable of accommodating two hundred boys. It is situated near the former one, which will be now useless, except it be converted into a residence for the head master.

“The library and the school furniture are in good condition.”

Midnapore School.

FIFTEENTH YEAR.

Local Committee on the 30th September 1850.

W. LUKE, Esq.,... ..	Judge.
J. ALEXANDER, Esq.,	Collector.
V. H. SCHALCH, Esq.,	Magistrate.
G. BRIGHT, Esq.,... ..	Assistant Magistrate and Collector.
J. WATSON, Esq.,	Assistant Magistrate and Collector.
D. J. O'CALLAGHAN, Esq.,... ..	Civil Surgeon.
A. DAVIDSON, Esq.,... ..	Principal Sudder Ameen.
RAJAH NARENDRA KRISHNA } ROY BAHADOOR,	Deputy Magistrate.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
W. Sinclair, Esq., - - - -	Head Master, - -	300	2nd June 1847.
Babu Bykunt Nath Chatterjee, -	Second Master, -	80	31st Aug. 1837.
„ Bholanath Ghose, - - -	Third Master, - -	50	15th March 1849.
„ Gunganund Mookerjee, -	Fourth Master, -	20	15th March 1849.
„ Kuor Seel, - - - - {	Fifth Master and Librarian, - - }	20	1st Feb. 1846.
„ Ramdoss Mozoomdar, -	Sixth Master, - -	10	2nd Sept. 1848.
Gooroodoss Vidyalunkar, - -	Pundit, - - - -	30	1st March 1837.
Lallmohun Sing, - - - -	Peon, - - - -	4	23rd Sept. 1836.
Becharam Sing, - - - -	Durwan, - - - -	4	8th Feb. 1841.
Surroop, - - - -	Sweeper, - - - -	3	23rd Sept. 1836.

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				Nature of Charges.	ACTUAL CHARGES FOR 1849-50.		
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government, dated 4th Feb. 1841, 5th Nov. 1845, 2nd June 1847, 28th Jan. 1846, and 2nd Sept. 1848.		Items.	Total.	
„	„	„	„	English Teachers, -	5446	9	8
				Librarian, - - -	120	0	0
				Vern. Teacher, -	358	8	11
				Establishment, - -	132	0	0
				Contingencies, - -	32	11	5
				Prizes, - - - -	96	0	0
				Schop., (English,) -	96	0	0
			581 0 0	Total, -	6281	14	0
					6281	14	0

Local Committee's Report.

No changes have taken place in the instructive establishment of this school, since the last report.

The schooling fee for all new pupils has been raised with the sanction of the Council, from 4 annas to 1 rupee, and the measure has been found to work well. The total amount of schooling fees realized within the year will be found in a table in the appendix, from which it will appear that the monthly collections have been between 95 and 100 rupees.

The number of pupils on the rolls is 116; the withdrawals during the year were thirty-three, and the same number of admissions. There are four classes, the first contains fourteen pupils whose ages may vary from twelve and half to eighteen years; the second seventeen pupils, with ages from twelve to eighteen years; the third is divided into two sections containing twenty-one and twenty-two pupils respectively, whose ages are between ten, sixteen, eight and thirteen years. The fourth class is likewise divided, the first section containing nineteen pupils, averaging between seven and twelve, and the second twenty-three pupils, whose ages range from six and half to ten years.

The pupils of the first class have been, on the whole, tolerably regular attendants during the year. Out of fourteen pupils, however, only two seem to have been uninterruptedly punctual on this point, while the rest have been absent from six and eleven days to forty-five and seventy days. The master in charge has likewise been obliged to be absent from his duties on various occasions during the session; the sum total of his absences amounting to so much as 59 days. The Local Committee bear testimony to his exertions, however, in the following words: "He has done his utmost to advance the boys in their studies, and he certainly appears to take great interest in their progress."

The examination of this class was conducted by Messrs. Alexander, Luke and Watson, and Rajah Narendra Krishna Roy Bahadoor. The first named examiner remarks:

General Examination.

"The boys brought up the first sixteen chapters of Joyce's questions and answers on natural philosophy. Three or four of them appeared to understand the subject, as well as to have formed a certain acquaintance with the test of the lectures, but the greater part were indebted to their memory rather than their apprehension of the subject."

Mr. Luke was satisfied with the answers in geography; while Mr. Watson reports:

“I find it very difficult to form an opinion respecting this class, being ignorant of the average standard of attainments in other zillah schools. For a first class I expected greater proficiency in mathematics. There were many inaccuracies in the papers on geometry even in those of the senior boys, which should not be. The answers on algebra are decidedly inferior. Perhaps I judge too severely, and expect too much of this class as I believe they have but recently entered upon this branch of study.”

The Bengali examiner felt satisfied with their progress, and was of opinion that it reflected credit on Gooroodoss Vidyalunkar.

Seven students competed for junior scholarships; the marks obtained at the general examination were very creditable, the total column exhibiting a high average in their favour. The highest marks were obtained in geography, natural philosophy and history; the lowest in algebra, geometry and poetry.

The attendance in the second class has been irregular, only one pupil having attended throughout the session without having been absent a single day; the others have been away from five days to one hundred and thirty-four.

The examiner in geography remarks:

“This class has passed a very good examination. Their attainments reflect great credit on their master Babu Bykunt Nath Chatterjee. He must have grounded them thoroughly in this branch of study. In thus judging I have looked more to the qualifications of the last than of the first boys; and the difference between them is inconsiderable.”

Rajah Narendra Krishna says:

“I examined the boys of the second class in the catechisms of the histories of Greece and Rome; they answered the questions which they have read to my entire satisfaction. To test their qualifications I put to them some questions from Pinnock’s histories of Greece and Rome, books which do not belong to their class, and I should certainly say, that their attempts to answer these questions correctly were praiseworthy.”

He likewise expressed satisfaction at their attainments in Bengali.

Of the master of this class the committee speak:

“Babu Bykunt Nath Chatterjee has the management of this class. He is an excellent teacher, very zealous and painstaking and does his utmost to make the boys understand what they learn, and although suffering from ill-health, he has never taken leave for a single day during the last year.”

Of the first section of the third class the committee report:

“For want of books, they have been unable to proceed with Pinnock’s catechism of Greece, although it was indented for in due course. The

masters recommend Chambers' geography to be set aside in this class and Twentymen's substituted in its stead.

"The second section of this class consists of twenty-two boys, who study Reader No. 2, Chambers' geography and Chamier's arithmetic. Many of the junior boys of this class are very dull. When the present teacher took charge of it, it was in a very backward state."

The examiner in geography remarks:

"This class ought to be made into a separate class altogether and not mixed up with the third class.

"The boys who compose this class have read twenty-four pages of Chambers' geography, which the first twelve or thirteen knew tolerably well. The fault I have to find with this class is that they do not understand what they have learnt. They can repeat the words of the book perfectly; but if any question be given them out of the stated form, they are at a loss to give a reply, *e.g.* I asked "what is meant by latitude?" The answer given was, "He measures the distance of the place in degrees from the equator in either direction," and not one boy appeared to understand that it simply meant the distance of a place north or south of the equator. Some of the junior boys did not know the difference between a Strait and an Isthmus, and not one boy in this division could tell where was either the Isthmus of Suez or Panama. On the whole I was dissatisfied with this class, but I hear they have only been learning geography for ten months."

The remarks on the subject of attendance, made with reference to the former classes, apply with as much force to this class, if not indeed with greater.

The general impression, respecting the examination passed by this class, was unfavorable to it.

The fourth class is yet engaged in the very elements of geography and reading.

Mr. Sinclair, in his report to the Local Committee on the present state of the school, writes:

"By comparing the present state of the school with what it was at this period last year, I beg leave to state that the improvement is as good as could be expected. Three new subjects of study have been introduced. The style of writing and composing, although yet very imperfect, is much better than it was, and the boys prosecute their studies with greater good-will, than they ever did before. The preference given by the magistrate to educated young men, in several appointments, has tended greatly to encourage them in learning the English language."

There are now 342 volumes in the library for the general use of the masters and pupils, the latter of whom
Library. have greater recourse to it than they had formerly. The books are in good condition and well kept.

Buildings. The school building wants repairs.

Cuttack School.

ELEVENTH YEAR.

Local Committee on the 30th September 1850.

F. GOULDSBURY, ESQ.,	Commissioner, 19th Division.
M. S. GILMORE, ESQ.,... ..	Civil and Sessions Judge.
R. B. GARRETT, ESQ.,	Collector, Magistrate and Salt Agent.
H. C. HALKETT, ESQ.,... ..	Joint Magistrate and Deputy Collr.
W. AINSLIE, ESQ.,	Acting Joint Magistrate & Dpy. Collr.
J. C. BURTON, ESQ., M. D., ..	Civil Surgeon.
H. L. DAMPIER, ESQ.,	Assistant Collector and Magistrate.
TARAKANTH BIDEASAGUR, ..	Principal Sudder Ameen.
MOULVEE MAHOMED FAZL,	Law Officer.
MEER JAFFER ALI,	Deputy Collector.
KASHEENATH CHOWDRY,	Zemindar.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. Ed. Fell, - - - - -	Head Master, - -	150	16th July 1846.
Mr. J. T. Cooper, - - - - -	Second Master,- -	60	21st Sept. 1850.
Babu K. W. Ghosal, - - - - -	Third Master, - -	30	1st June 1846.
Bissumbhur, - - - - -	Pundit, - - - - -	20	22nd Aug. 1841.
	Four Servants,- -	14	

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.					ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant, dated 16th Dec. 1840.	Establishment and Expenses as fixed by Government, dated 16th Dec. 1840.	Nature of Charges.	
"	"	"	3996 0 0	3996 0 0	English Teachers,	2793 13 10
					Vern. Teacher, -	240 0 0
					Establishment, -	168 0 0
					Book Allowance, -	300 0 0
					Contingencies, -	44 1 0
					Stationery,- - -	60 1 3
						3606 0 1
					Prize Books, - -	96 0 0
					Total, -	3702 0 1

NOTE.—These charges are from the 1st May 1849 to 30th April 1850.

Local Committee's Report.

The Local Committee report as follows:

"The resignation of Babu Nobin Chunder Saringee, second teacher, was tendered on the 9th August and accepted by the Council. He was a student of this school in 1846, when he was transferred to the Hooghly College, where he held a senior scholarship for two years. The committee have much pleasure in testifying to the ability, zeal and patience exercised by him in the performance of his duties, and regret being obliged to be deprived of his services, of which they entertain a very high and favourable opinion. Mr. J. T. Cooper, a free scholar of this institution in 1848, was appointed to succeed him.

"The committee regret, that there was only one student qualified to compete for a junior scholarship this year, owing to four of the most advanced having left school, two of whom have received employment, and two proceeded to Calcutta in search of service. The main cause to which the committee would attribute the paucity of competitors for scholarships, is to the majority of students, whose parents are in moderate circumstances, after having nearly attained the standard required, leaving the institution, stating as a reason, that the inducements offered to them to proceed to Hooghly are not sufficiently advantageous; they therefore readily accept situations of 8 or 10 rupees a month, in and about Cuttack, in preference to those of double the emoluments out of Orissa:

Account of Donations for prizes made to the School.

Names of Donors.	Value of Books in Rupees.	Subject.	To what class awarded.
R. B. Garrett, Esq.,	4	Geography,...	2nd Class.
W. Ainslie, Esq.,	6	Mathematics,	1st Class.
H. L. Dampier, Esq.,	11	History, ...	1st and 2nd Class.
J. C. Burton, Esq., M.D.,...	5	Grammar, ...	{ 1st, 2nd and 3rd Classes.
Edward Fell, Esq.,	5	English Essay,	1st Class.
Edward Fell, Esq.,	2	Penmanship,..	2nd Class.
Babu Tarakanth Bideasagur,	10	Vernacular, ..	{ 1st, 2nd, 3rd, and 4th Classes.

"The average age of the first class, consisting of fourteen students, is seventeen years. The examiners in history, grammar, mathematics and reading, expressed themselves satisfied with the progress of the pupils, several of the answers in the first three subjects were considered very creditable to the students. Mr. H. L. Dampier, the examiner in history, remarked, that, many of the replies gave sufficient proofs of the diligence with which the subject has been taught; the papers of Dwarkinath Mookerjee, in particular, were free from such inaccuracies as are generally to be found in juvenile composition; to him he has awarded the prize in history. The answers in geography were not considered satisfactory, as only six, of the twelve students present, obtained from fifty

to sixty-eight per cent., of the value assigned to the questions. In mathematics alone, this class is divided into three sections. Radhcapersad Sein, who was absent on leave, was permitted to compete for a junior scholarship, attached to the school, at the Hooghly College.

“ The second class is composed of seven students; the average age being twelve and half years. The examiners were satisfied with the progress of the pupils in general. Many of the replies in the different subjects were remarkably good, showing a familiar acquaintance with the subjects of study.

“ The third class consists of twenty students, whose average age is ten and half years. The examination was orally conducted. Ten pupils evinced a perfect knowledge of the subjects taught, while the rest passed an indifferent examination, in consequence of their recent promotion from the fourth class, which, from a constant accession of boys, had increased to fifty, a number which could not without great difficulty, be superintended by a single teacher.

“ The fourth class, which contains forty very promising lads, is divided into three sections, their ages varying from seven to eleven years; the average age being nine. The examination of this class was conducted *vivâ voce*, by Dr. Burton and Mr. Fell, the head master, who expressed themselves well satisfied with the progress, and the great attention with which the pupils have been taught. They translated their lessons into Oriya, Bengali or Hindoostanee, according to the language which each understood best. Their pronunciation was distinct and accurate, which evidently shows the assiduity of the teacher on this very important part of their studies.

“ Babu Tarakanth Bideasagur and Meer Jaffer Ali conducted the vernacular examinations. They were perfectly satisfied with the progress of all the classes, and spoke very commendably of the experience, qualifications and perseverance of the pundit, who was educated at the Sanscrit College. The examination of the first class in arithmetic and mensuration, which are taught from a work compiled by the pundit, reflected great credit on the students.

“ The following is a list of the students to whom, both Government prizes, and prizes from donations, have been awarded :

FIRST CLASS.

Nobokisto Roy,	{	Mathematical Government prize, and prize in vernacular.
Dinonath Mookerjee,	{	General proficiency Government prize, and prize in grammar.
Murray Xavier,		Prize in English essay.
Dwarkinath Mookerjee,		Prize in history.

SECOND CLASS.

Rojenanath Banerjee,	{	Government prize in arithmetic, prize in history, prize in geography, and prize in vernacular.
J. W. D'Costa,	{	General proficiency, Government prize, prize in grammar, and prize in penmanship.

THIRD CLASS.

Philip Thomas,	Prize in grammar.
Gowree Sunkur Bose, ...	First Government prize.
Modhoosuden Mitter,	Second Government prize.
Goluck Chunder Bose, ...	Prize in vernacular.

FOURTH CLASS.

Chitun Persad Sain,	{ First Government prize and first prize in vernacular.
Ana'am	{ Second Government prize and second prize in vernacular.
J. Rennel,	Third Government prize.
Hem Chunder Roy,	Third prize in vernacular.
Suddanund Raoot,	Fourth Government prize.

“The committee have no reason to withhold the approbation of the conduct, zeal and efficiency of the teachers as recorded in former years.

“Several valuable standard works have been added to the library from the Government Book Agency. The books, with few exceptions, are in good condition, and are eagerly taken out by the boys in great numbers, for study at home.

“The school building is in good condition and has lately undergone repairs.”

Patna School.

SIXTEENTH YEAR.

Local Committee on the 30th September 1850.

H. S. OLDFIELD, Esq.,	Opium Agent.
G. GOUGH, Esq.,	Commissioner.
J. R. LOUGHNAN, Esq.,	Judge.
R. M. SKINNER, Esq.,... ..	Collector.
W. M. COCKBURN, Esq.,... ..	Assistant Collector.
W. S. DICKENS, Esq.,.. ..	Civil Surgeon.
MOULVEE NIAMUT ALLY KHAN,	Principal Sudder Ameen.
BABU ROYKUSAL SING,	Zumindar.
E. H. LUSHINGTON, Esq.,	Secretary.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. S. Mackintosh, - - - -	Head Master, - -	300	28th April 1839.
Balkishon Mate, - - - -	Assistant Master, -	50	17th May 1837.
Bukhtawar Sing, - - - -	Assistant Master, -	50	15th Jan. 1849.
Khyroodin Hosain, - - - -	Oordoo Master,- -	60	20th May 1841.
Rameshar Doby, - - - -	Hindi Master, - -	20	23rd Feb. 1845.
	Servants, - - -	18	
	House Rent, - -	50	

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				Nature of Charges.	ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government, dated 1st November 1848.		Items.	Total.
"	"	"	548 0 0	Head Master, - -	3600 0 0	6525 3 0
				Assistant Master, -	549 3 0	
				Assistant Master, -	600 0 0	
				Oordoo Master, -	720 0 0	
				Hindi Master, - -	240 0 0	
				Servants, - - -	216 0 0	
				House Rent, - -	600 0 0	
				Total, -	.....

The report of this school, forwarded by the Local Committee **Report of the Local Committee.** to the Council, contains the following expression of satisfaction at the progress of the Institution during the past year:

“It gave us much pleasure to observe that the several classes appeared to be well conversant with what they professed they had learnt, and that there was a general improvement in the qualification of all compared with those of the past year.”

Visitation Report. The following is the visitation report of this school by Mr. Brenand, who was deputed to inspect the Institution by the Council:

“On the 16th September, and the three following days, I was engaged in examining the school at Patna. There were present on the 16th fifty-three boys, on the 17th fifty-four, and on the 18th fifty-three. The whole number on the books, being fifty-seven. The admissions during the year were seven Moohummudans, six Hindus, and three Christians. The withdrawals being eleven. Of the latter, three were from the first class, two having obtained situations, and the other, is now studying for a moonsiffship. From the small increase to the number of boys in this school during the past year, it might be inferred that it holds no higher place in the estimation of the inhabitants, than it has ever done. The same degree of apathy, no doubt, still exists with some; but it arises from an indifference to an English education, and is no indication of the esteem in which the school is held. The fact that the admissions are many from the higher classes both Moohummudan and Hindu, is sufficient to show that there exists among those who attach an importance to an education in English, an increasing confidence in the value of the school.

“From the order that prevails, the boys being respectful, and remarkable for good behaviour, as also from their respectable appearance, a favorable impression is formed of the general character of the school.

“The following is a table, which shows the number of classes, the strength of each, average age, &c. &c. :

No. of class.	Strength of class.	Hindu.	Moohummudan.	Christian.	Ages varying from	Average age.	Time in school varying from	Average time in school.	Average daily attendance for August.
1	3	1	0	2	15 to 21	$17\frac{1}{3}$	7 to 9	$8\frac{2}{3}$	$2\frac{1}{2}$
2	8	5	1	2	12 to 18	$14\frac{5}{8}$	$1\frac{7}{2}$ to 7	$4\frac{5}{8}$	$6\frac{1}{6}$
3	13	7	2	4	9 to 16	$13\frac{2}{13}$	3 to 6	$3\frac{3}{4}$	$11\frac{3}{4}$
4	9	5	1	3	7 to 17	$12\frac{1}{9}$	$\frac{1}{3}$ to $3\frac{1}{2}$	$2\frac{1}{4}$	} 26
5	24	14	8	2	4 to 13	$10\frac{1}{2}$	$1\frac{1}{2}$ to $3\frac{1}{2}$	$1\frac{1}{2}$	
	57	32	12	13					

“The average daily attendance of the fourth and fifth classes, is not so good as it might appear from the numbers that were in attendance on the days of my visit. The average of the first class is rather high, but it arises from there being one boy, whose age is twenty-one years. In the fourth class the average age is also affected, by one whose age is seventeen years, he was recently admitted by the Local Committee.

“There are three boys remaining in the first class, these with six of the second have been reading nearly the same subjects. I gave them together a written examination in algebra, arithmetic and history, with an extract in Oordoo, for translation. They were examined separately in geometry, geography and reading. Manoel and Shavier, of the first class, acquitted themselves well in each subject. In geometry they have been well prepared in four books of Euclid, and they have also gone over the fifth and sixth, but in these they are not well-grounded. Their knowledge of geography is confined to the general features of countries, the names and positions of cities, rivers, mountains, &c. &c., with these, in both hemispheres, they are generally familiar. They gave satisfaction in about one half of the questions that were set in algebra, these being examples to the reduction, addition, &c., of fractions, and to simple equations. Buldeb Palit, of the second class, is in this subject superior to either of them, the other boys of both classes, with the exception of one, were not successful in algebra. The answers of the first class, to the questions in arithmetic, from vulgar and decimal fractions, were given correctly, but in a general question, which was very easy, and required only a simple application of the rule of three and also in a question in evolution, they did not succeed. The boys of the second class did not answer one-half of the same questions. In arithmetic they are more backward than in any other subject. The answers to the questions in history were good, and some of them were written with a good style. In both classes, they possess a considerable amount of information, on the histories of Greece and Rome. The reading of the second class was fluent, and the explanation of the lessons, which was taken from Prose Reader, No. 5, was pretty good, though the article was one of some difficulty. They are familiar with etymology and the principal rules of syntax. There are four boys who have a fair knowledge of two books of Euclid, the others are either just commencing, or their progress has been indifferent. Jankie, of the first class, whose age is twenty-one years, is not more than equal in attainments, to the average of the second class. Six boys were candidates for junior scholarships, three of these, Manoel, Shavier and Buldeb Palit, will, I have no doubt, pass with great credit. In the third class three boys were absent on the first day, two on the second, and the same on the third of my examining the school. On examining those who were present in reading, I found them very backward in explanation; it did not appear that much care had been bestowed upon them, further than in requiring the meanings of the more difficult words in English, these they usually gave without any regard to their application to the subject of the lesson. This state of the class in knowledge of English, is attributed partly to the frequent changes that have taken place of the masters, who have had charge of it, and more particularly, to former bad teaching. Questions on the maps of Europe and Asia, were answered generally with correctness when they had reference to the names and positions of the principal places, rivers, seas, &c. &c. They did not possess any knowledge of the different Governments,

the different forms of religion that prevail, or the remarkable characteristics of places, &c. &c. In grammar, the questions were answered generally to my satisfaction. They have committed to memory a considerable portion of Pinnock's catechism of Rome. In arithmetic, they have gone so far as the rule of three, but are not well grounded in what they have done, and in their translation, only three boys gave the passage in English, in an intelligible form. Upon the whole, I do not consider that the state of this class is satisfactory. In reading about three boys of the fourth class have a defective pronunciation. Some of the boys of this class are, however, very promising, they translate their lessons into the vernacular with ease. In geography, they are generally acquainted with places on the maps of Europe. The fifth class is divided into three sections, most of them are able to take the easier lessons of Prose Reader, No. 1, which they explain in the vernacular, those of the third section are reading the English spelling book.

"The school-house is very much in need of white-washing and also of some small repairs. The library is in good order, and the furniture is also in a good state."

Six boys contended for junior scholarships, none of whom **Scholarships** has gained. The result of their examinations will be found in the appendix.

Bhaugulpore School.

TWENTY-EIGHTH YEAR.

Local Committee on the 30th September 1850.

G. F. BROWN, Esq.,	..	....	Commissioner of Revenue.
W. S. ALEXANDER, Esq.,	..	..	Sessions Judge.
G. LOCH, Esq.,	..	..	Collector.
G. L. MARTIN, Esq.,	..	..	Magistrate.
J. ALLAN, Esq.,	..	..	{ Civil Asst. Surgeon and Offg. Secy. for Captain Don.
CAPT. W. G. DON, Esq.,	..	..
R. N. SHORE, Esq.,	..	....	Commandant of the Hill Rangers.
C. T. BUCKLAND, Esq.,	..	..	Superintendent of Revenue Survey.
H. BALFOUR, Esq.,	..	....	Joint Magistrate.
MOULUVEE MOAZEN HUSSEIN,	..	..	Asst. Magistrate and Collector.
SHAH INAYUT HUSSEIN,	..	..	Principal Sudder Ameen.
BABU GIRDHAREE LALL,	....		Zumindar.
			Vakeel.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Captain W. G. Don, - - - -	Secretary and Supt.,	60 0	8th Jan. 1845.
Babu Gooroo Churn Mitter, -	Head Master, - -	150 0	8th Jan. 1845.
Babu Grish Chunder Chatterjee,	Second Master, - -	80 0	21st Sept. 1843.
Mr. W. Hanvey, - - - - -	Third Master, - -	40 0	8th July 1850.
Ram Sahoy, - - - - -	Fourth Master, - -	30 0	1st Nov. 1848.
Parbutty Churn Mookerjee, -	Fifth Master, - -	20 0	28th Jan. 1846.
Mysah Chamah, - - - - -	Hindi Teacher, - -	5 0	Feb. 1848.
Hunnooman Dutt Patuck, - -	Pundit, - - - -	7 0	March 1844.
School House Rent, - - - -	Mrs. M. Page, - -	50 0	8th Jan. 1845.
Thirty-six Hill Boys as per Muster Roll, - - - - }	On Ration, - - -	54 0	25th March 1844.
Mess Establishment for the Hill Boys, - - - - }	.....	25 0	26th Jan. 1849.
Duftooree, - - - - -	.....	8 0	
Chowkeedar, - - - - -	.....	3 8	
Peon, - - - - -	.....	3 8	
Water Bearer, - - - - -	.....	3 0	
Sweeper, - - - - -	.....	2 0	

During the past year, there has been only one change in the instructive establishment of the school.

Changes. Babu Balkissen Mutti, late third teacher, was transferred to the Patna School, and his place supplied by Mr. Hanvey, a junior scholar of that Institution.

The number of students borne on the rolls this year, is one hundred and sixteen, a slight decrease of three only has taken place from the number on the rolls last year, which was one hundred and nineteen, this is attributed to the removal of the Head Quarters of the Hill Rangers to Darjeeling; it is expected that this temporary loss will be more than made up as soon as the corps returns to Bhaugulpore. There is an increase, however, of the boys of the plains, in the school, a proof that the Institution is gradually rising in the estimation of the native community. Besides, the children of a better class of people attend the Institution now to formerly, there being at present fifty-nine pupils who pay rupees 33-12 per mensem, against fifty-one whose schooling fees amounted to rupees 30-12 in September 1849.

The few remaining free students were admitted before the introduction of the pay system in August 1845, and there is every reason to believe that in the next two or three years there will not be a single free boy left on the rolls.

The annual general examination of this school was held on the 28th of Sept., with the result of which, **Examination.** the committee report, that they are much satisfied. They observe that a great deal of pains had been taken by the teachers to improve the boys of their respective classes.

At the examination this year there were a greater number of natives present than at the last, and the school is evidently rising in the estimation of the people.

After the examination, the sum of rupees 145 was raised by the European and Native gentlemen assembled, to be distributed as prizes for regular attendance during the ensuing year.

The committee record their favorable opinion of the teachers attached to the school.

The library and building used for the school are reported to be in excellent condition.

In Sept. last Mr. Assistant Professor Brennand of the College of Moohummud Moshin at Hooghly, was deputed by the Council of Education to visit and inspect this school, the following is his report in detail :

Visitation Report.

“ I have the honor of forwarding for the information of the Council of Education, a report of my visit to the Bhaugulpore School, which I exa-

mined on the 2nd and 3rd of September, having arrived early on the morning of the second. At that time, the whole number of boys was one hundred and fifteen, viz. Hindus fifty-eight, Moohummudans twenty-one, and Hill boys thirty-six. If this be compared with a similar statement for 1849, when there were on the rolls, Hindus fifty, Moohummudans twenty-two, Hill boys forty-seven, it will be seen, that there has been an increase of eight Hindus, during the past year, but that a diminution of the number of Hill boys has taken place, which is considerable, when it is remembered that the number had already been reduced from one hundred and eight, in 1845, to forty-seven, the number on the rolls in 1849. The cause of this declension is attributed to the departure of some of the Sepoys to Darjeeling, their children returning to their homes in the hills, in preference to remaining at that, which is provided for them at the station. This volatile disposition has been remarked before, and it was supposed that as a means of correcting it, if a house was made for them, in which there should be a common mess, and when all the disadvantages under which they laboured previously, were removed, the desired effect would be attained. It may in some degree, have had this tendency, but from the above it does not seem that the evil has been wholly corrected. The cost of messing is one rupee eight annas for each boy. There are now only sixteen of these boys in the English department. The remaining twenty are divided into two classes. There were nineteen present during my visit: they are instructed in Hindi, by the two teachers, Mysah Rae and Hunnooman Dutt Patuck. The increase in the number of Hindus indicates that the estimation in which the school is held by the natives is increasing, for though few of the native inhabitants of the station are in affluent circumstances, those who send their children for instruction, willingly pay the schooling fees, as far as their means will admit. There are fifty-eight students, who are now contributing a little towards their education, only one of these paying at the rate of one rupee eight annas per month, eight at the rate of one rupee and the remainder are paying smaller sums. The whole amount of fees realized monthly, being thirty-three rupees eight annas. There are about seven boys still receiving from a local fund from eight annas to one rupee each monthly, as an encouragement for good attendance.

“From the following table it will be seen that the attendance in the whole school is about eighty-four per cent. and that the average age in each class is comparatively low.

No. of class.	No. in the class in Jan.	No. in the class in Aug.	Hindus.	Moohummudans.	Hill boys.	Ages varying from	Average age.	Average daily attendance in six months.
1	9	9	7	2	...	13 to 16	$14\frac{2}{3}$	$7\frac{2}{3}$
2	14	15	9	4	2	11 to 18	$13\frac{2}{5}$	$13\frac{2}{5}$
3	16	15	10	5	...	9 to 15	$11\frac{7}{15}$	$13\frac{3}{5}$
4	20	21	13	4	4	6 to 14	$9\frac{17}{21}$	$18\frac{1}{3}$
5	33	35	19	6	10	5 to 11	$8\frac{8}{5}$	$28\frac{1}{4}$
Hindu Dept.,...	31	20	...	...	20	5 to 15	$9\frac{11}{20}$	$19\frac{3}{4}$
		115	58	21	36			

“For several years this school has been in great want of a good Oordoo teacher. On the appointment of Balkissen Mutti, as the third master, this want was in a great measure supplied, he being fully capable of instructing the higher classes in that language, and which duty he performed with great satisfaction. On his removal to the Patna School, as second master, he was succeeded by Mr. Hanvey, who is not sufficiently qualified in Oordoo, to supply his place. The study of Oordoo is of about the same importance in this school, as that of Bengali in others; but good teachers are not obtained with equal facility. If it be not expedient to make an additional appointment, with the permission of the Council, I would suggest, that as at Patna, they are already supplied with a good Oordoo teacher, the services of Balkissen Mutti will not be so valuable at that place as they would be at Bhaugulpore, and if an arrangement could be made of such a nature, that he should return to Bhaugulpore, with an addition of ten rupees to his former salary, so as to make it equal to that which he receives at Patna, and for Mr. Hanvey to be transferred to Patna, on his present salary, it would be beneficial to the school at Bhaugulpore, and not injurious to that at Patna.

“There are no candidates at the Bhaugulpore school for junior scholarships at the coming examinations. Though the attainments of the boys of the first class are not of a high order in the subjects they have read, they generally pass a creditable examination. Neither algebra, nor geometry, have yet been studied by them, and the other subjects are a little higher than those of the first class of a junior school of the Colleges. On hearing them read a few passages from Poetical Reader, No. 2, my first impression was that they read with difficulty, but in Prose, they read much better, and generally with a good pronounciation. Their knowledge of history extends to about one hundred and forty-three pages of Marshman's Brief Survey, the answers to the questions from which, though not very comprehensive, were generally correct and expressed in good language, they have also a good knowledge of the geography of Europe and Asia, and answer questions upon the maps without hesitation, they showed fair abilities of writing English by their translation of a few sentences from the Bagh-o-Bahar, they are able to answer easy questions from the rule of three, in arithmetic, and also to go through some of the operations in the simple rules of vulgar and decimal fractions. In the addition however of fractions, the most of them did not know the application of the principle of the least common multiple, or the use of the greatest common measure, nor were any of them able to divide one decimal fraction by another. The best boys of the class are Pursotum Sen, aged sixteen, Nityanund Roy, aged fourteen, and Shaik Dhunoo, aged fifteen.

“Of the second class, thirteen boys were present, they were examined in reading, from Prose Reader, No. 4, of which they have gone over one hundred and twenty-five pages. The explanations given, were generally satisfactory. The parsing was also good, and from their translation of a short fable in Oordoo, they show fair progress in their knowledge of English. Their examination in geography was not so satisfactory, as in other subjects, about four of these boys were able to answer questions on Europe and Asia, and to point out places, &c. on the maps; the others have not made much progress, beyond mere definitions. In arithmetic they had gone over the compound rules of multiplication, division, and reduction, and the rule of three, the answers to the questions,

were generally correct, but the methods of operation of some were faulty. I think also that this class ought to be reading something higher in history than Pinnock's Catechism of Greece.

"Twelve boys of the third class were present. The subjects of study being seventy-eight pages of Prose Reader, No. 3, twenty-four pages of Chambers' small book of geography, a considerable portion of Lennie's grammar, and arithmetic as far as the rule of three. They read pretty well and give the explanation of their lessons in an intelligent manner, and their answers to general questions in geography, from the class book, were satisfactory. They seem to be generally deficient in arithmetic, only two boys being able to answer the questions that were put to them, which were exceedingly simple from compound multiplication and reduction.

"In the fourth class seventeen boys were present, each of whom read a few sentences with good pronunciation from Reader, No. 2. They do not yet explain their lessons in English. They are learning the four fundamental rules of arithmetic and grammar from Wollaston's book.

"Twenty-nine were present in the fifth class, which is divided into three sections, in various stages of progress.

"The library is in very good condition, and the school furniture is in good repair.

"The school house is also in good condition, needing few repairs."

Mozufferpore School.

SEVENTH YEAR.

Local Committee on the 30th September 1850.

HONORABLE R. FORBES,...	.....	Sessions Judge.
W. ST. QUINTIN, ESQ.,	.. ..	Additional Judge.
F. B. KEMP, ESQ.,	.. ..	Officiating Collector.
T. C. TROTTER, ESQ.,	.. ..	Magistrate.
W. R. DAVIES, ESQ.,	.. ..	Deputy Collector.
R. B. KINSEY, ESQ.,	.. ..	Assistant Surgeon.
E. DACOSTA, ESQ.,	.. ..	Principal Sudder Ameen.
MOULUVEE ERADUTT ALLY,	.. ..	Law Officer and Moonsiff.
W. R. DAVIES, ESQ.,	.. ..	Secretary.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. H. C. Mann, - - - - -	Head Master, - - - - -	80	1st Dec. 1848.
Sheikh Teghalley, - - - - -	Oordoo Teacher, - - - - -	10	15th Aug. 1849.
Different Names, - - - - -	Servants, - - - - -	10	15th Jan. 1845.

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				Nature of Charges.	ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government, dated		Items.	Total.
Realized private contribution Rs. 10,000, invested in Government Securities, - - - }	..	10,000	..	Head Master, - - - Hindi Teacher, - - - Establishment, - - - Contingencies, - - - Total, - - -	960 120 120 21	1221

The Local Committee forwarded no detailed statement of the **Local Committee's Report.** general examination, as Mr. Assistant Professor Brennand had examined the school a few days previously to the occasion. To his report of the school the committee referred for fuller information. The following are their remarks :

“Mr. Brennand, who was deputed for that purpose by the Council of Education, having examined the school only so late as last week, instead of going over the same ground in this letter, the committee would beg to refer to his report which will furnish in detail all the information required. They desire me, however, to make the following general observations as to the present state of the institution and its future prospects.

“Considering the arrangement of the classes, which appears to them to be very defective, and in consequence of which, but a small portion of the master's time is devoted to teach, the progress made by the boys appears to be fair and satisfactory. There is a decided improvement in their pronunciation since last year. They read with ease and appear to understand what they read, though unable to explain the meaning in English with any thing approaching to facility. Their knowledge of English grammar, with reference to their acquirements in English, is pretty fair, and they work sums in simple rule of three quickly, and generally, correctly. In geography they show their familiarity with places on the maps, and beyond this the class book in use in the school does not teach. There was some difference of the opinion as regarded the writing, but to the majority of the members it appeared judging from the samples laid on the table, that with one exception, the writing was rather stiff and indifferent.

“The material of the lower classes is better, the boys are very young and with more time and attention paid to their studies, than is done, or rather than the master is able to do at present, the committee do not see why this school should not equal any in the Behar Province.

“Having recorded their opinion regarding the present state of the institution, the committee beg to make the following suggestions which they would earnestly recommend being tried, even if the experiment were made only for one year, and they hope to be able to show in their next annual report if the measures they propose are adopted, that the result has been conducive to the improvement of the institution.

“The classes which appear to be unnecessarily split into small divisions, and in consequence of which the lads are deprived of that continued attention on the part of the master, which alone can ensure progress, should immediately be reduced. They would therefore propose that the first and second, and the third and fourth classes should be doubled up into two classes to be superintended by Mr. Mann. For the third class (the fifth at present) they would recommend an additional teacher on a salary of rupees 30 or 40 per month. If the person selected were a native of Behar or the Western Provinces, the services of the Oordoo teacher might be dispensed with and his salary rupees 10 appropriated in part for the second teacher who would also attend to the Oordoo. Until lately, the Council must be aware, that this school was allowed an additional teacher, but both the parties who were employed in this capacity happened to be Bengali, in consequence of which, they could not give instructions in the vernacular of this district.

“This point however (that of abolishing the Oordoo teachership and appointing an assistant to do both duties) the committee would leave entirely for the consideration of the Council of Education. On the subject of his salary, Mr. Brennand proposed that a subscription should be raised for the purpose, which the committee will endeavour to get up, but they would suggest that the assistant teacher be at once sent up on a fixed allowance by the Council, and whatever local subscription may be raised for this purpose, would be paid into the Collectorate Treasury with the schooling fees.

“The committee are very well satisfied with Mr. Mann, and beg to record their favorable opinion regarding the manner in which he has conducted his duties during the year under review.”

Visitation Report. Mr. Brennand forwarded the following report to the Council on the occasion of his visit to the Mozufferpore School:

“I arrived at Mozufferpore on the morning of Wednesday, the 25th September. On examining the school, I found the first class had been reading the books which are assigned for the study of the boys of the second class, of a junior school. This class consists of six boys, all of whom were present during the days of my visit. Their average age is fourteen and half years. Three of them read the Azimghur Reader correctly, and with a good pronunciation, but they are all deficient in the explanation of their lessons. I was at first disposed to think that this arose from the difficulty of the passages selected, but on trying them with one more easy, it was observed, that the meanings of the harder words were not known; their answers not being in the least applicable. They have not been accustomed to explain in English. They are acquainted with etymology and parse pretty well sentences that do not contain words whose meanings are too difficult. In arithmetic, they have gone over the first part of Bonnycastle, as far as the rule of three, and questions from the preceding rules were answered by the majority to my satisfaction. In geography, they have read the portion on Asia in Clift's book, and they know the general divisions of countries, the principal cities, rivers, mountains, &c., and they are able to point out these on the map. The second class, consisting of three boys, is in a very backward state. They read Prose Reader No. 2, but cannot give the explanation of their lessons in English, nor do they know the meaning of the harder words. They have not made much progress in grammar, having got only as far as pronouns, and in geography, being still in the introduction of Clift, but in arithmetic they are at the same stage with the first class. I do not think that the state of the class can be attributed to any deficiency of care on the part of the master; we must seek for its cause, partly in the total neglect of their education, before entering the school. The average time they have been in the school is two and half years, and their average age fifteen and half years.

“The third class consists of a very promising set of boys. They are as far advanced in their reading and explanation as those of the second class, and though they have not yet had anything of grammar or geography, they would easily overtake the boys of the second class in these subjects.

“In the fourth class, there are two sections, which are taken in their lessons separately. They are at different stages of Murray's spelling book, which they explain in the vernacular.

"It would appear that there is only one boy in the school, of those who were there four years ago, the average time of the first class being three and quarter years.

"The school is composed now almost entirely of the children or relatives of persons in the Government offices. It does not seem to stand high in the estimation of other portions of the native community.

"The following table will show that the attendance has been good. The average age of the boys in the second class, is also greater than it is in the first. There has also been a reduction in the numbers, there being twenty-nine in January, and only twenty-three at the time of my visit.

No. of class.	Strength of class in January.	Strength of class in September.	Hindus.	Mohummudans.	Christians.	Ages varying from	Average age.	Time in school varying from	Average time in school.	Average daily attendance for six months.
1	8	6	3	1	2	12½ to 16½	14½	1½ to 5½	3¼	5¼
2	4	3	2	...	...	15½ to 15½	15½	1¾ to 3¼	2½	3¼
3	7	7	7	...	...	9 to 13½	10½	¾ to 3½	2⅓	6⅓
4	10	7	5	1	1	8 to 12	9½	½ to 1½	1	7¼
	27	23	18	2	3					

"Hitherto, there has never been a favorable report from this school. At its commencement, and for more than three years, it had two teachers of English. It would scarcely be expected as the progress then made was very small, that the school should be more successful under only one English teacher, that it should regain the ground it had lost, and make a further progress, proportional to that of other schools. A great drawback to its success at present is the number of classes into which it is divided, (there being virtually five) the division of the master's time will be two minutes to be of any great benefit for any one of these. To the first class two and half hours daily has been given, to the second one hour to the third one and half hours, and the two sections of the fourth half hour each.

"For greater efficiency I would suggest that the number of classes be reduced to three, and that a teacher of English be appointed for the last class, who would be capable of taking the second class when necessary. The difference in the attainments of the present second and third classes is so small, that to form them into one, would offer little difficulty, though there would be a great disproportion in their relative ages, and the fourth class, which consists of two sections, might be taught, so as to have them all together.

"With reference to the appointment of an assistant, I have some reason to think, that a subscription has already been set on foot to defray the additional expense that would be incurred.

"A slight repair to the roof will put the school house in a good state.

"The school furniture is also in good condition."

Gya School.

SIXTH YEAR.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Pundit Balmokand, - -	<i>Head Master,</i> - - - -	150	7th Feb. 1846.
Babu Sunder Lal, - -	<i>Assistant Master,-</i> - - -	60	7th Dec. 1848.
Mouluvee Ali Kabeer, -	<i>Oordoo and Persian Teacher,</i>	30	1st May 1846.
Three Servants, - " -	..... .... ....	9	

Local Committee's Report.

The following report has been forwarded by the Local Committee:

" The number of scholars on the rolls, on the 1st Oct. 1849, was	54
" Withdrawn from these up to 30th September 1850,	10
" Leaving old students,	44
" New students admitted to 30th September 1850,	33
" Of these have withdrawn,	6
" Leaving new students,	27
" Total in the school on the 30th September 1850,	71

" From these have been removed three boys who have not been in attendance for a long time, so that the net increase of scholars may be stated at fourteen.

" Mr. Brennand visited the school on the 21st of September last, and as that gentleman will report upon the wants of the school in the way of repairs, school furniture, books, &c. &c., it is not necessary to dwell upon them here.

" A tabular statement of the result of the examination held on the 1st October is annexed, and a copy of the Secretary's report thereon is also submitted.

" The school has progressed favorably during the past year, and with continued exertions on the part of the local authorities to maintain the feelings of interest exhibited in its favor by the native residents, there is every reason to hope that it may become permanently useful.

" The Gya School owes its establishment to the zeal and persevering energy of Messrs. Forbes and Quintin, the judge and additional judge in this district, and has been subsequently maintained by local subscriptions only; it has however from the commencement been submitted to Government inspection, and during the present year assistance if required, has been promised by Government, by recommendation of the Council of Education, to an extent not exceeding rupees 1,000.

“The total amount expended since the Institution of this school is rupees 13,100-0-0 and with reference to the present state of the funds, the efforts which have thus been made by the residents of the station and district in the cause of education, appear to merit aid by a permanent annual donation from Government.

“The first class of the Gya School was examined by the Secretary and Mr. Hodgson in reading, history, geography, poetry and writing. The relative attainments of the boys in the departments of arithmetic and translation have been fixed, upon the memoranda of examination made by Mr. Brennand, the Government Inspector, a few days previously.

“There are twelve boys in this class, of whom two were absent, Gopal Lal from sickness, and Prosunno Roy (since struck off the list,) without leave.

“The boys have been classed according to the degree of their proficiency in the English part of their education, and Judoonandun Pershad and Hifazut Kureem are recommended for a first and second prize.

“The result of the examination reflects great credit on the boys in general. Mr. Hodgson notes that he tried them in parts of the books in which they had not been instructed, and found them, considering the period of their tuition, wonderfully advanced, and much credit is due to their teachers for the manner in which they have been grounded. Mr. Brennand says: In arithmetic the answers were generally correct, one or two were remarkable for a slovenly mode of operation. Their progress in this subject is creditable, in what they have studied of history, they pass a good examination.

“In reading, some of the boys have a defective pronunciation, but the explanation of their lessons is good and creditable both to them and their masters.

“Shew Suhaye passed a very creditable examination and received an excellent character from the head master. The attainments of Debee Pershad are also creditable, and his explanations very good: he has obtained employment out of the school.

“Ishur Chunder has made very good progress and deserves great credit for his industry and attention; his pronunciation is rather defective, but he has been comparatively a short time in the school.

“Fida Ali has been instructed for the longest period, but is still at the bottom of his class: he requires to bestow more application upon his studies.

“The second class consists of twelve boys, of whom Daimali was absent, and has since been struck off for general idleness and non-attendance. This class was examined by Mr. Sandys, who reports favorably of their progress.

“Mr. Brennand notes that they have not made much progress in arithmetic, they explain with much intelligence, but the pronunciation of some of the boys is defective.

“Omitting the writing, the boys will stand in the order of their names, and Shew Ram Singh and F. F. Elly are recommended for first and second prizes. The progress of Vishnoo Dial is very creditable, and that of Vuzeer Uddeen Ahmud and Irtza Ali particularly so, and if they continue as they have commenced, there is little doubt that they will distinguish themselves.

“Deepnarain ought to be placed in a lower class: he is attentive but very dull.

“Ram Bahadoor has made good progrees and is attentive and industrious.

“The third class consists of forty-seven boys forming four divisions. The examination of the three first of these was very kindly undertaken by Mr. J. Brown, and his report upon the general proficiency of the boys is very satisfactory.

“One boy Akbur Ali was absent. The progress of Ramsehaye is most creditable, and he and Bakur Ali are recommended for a first and second prize.

“In the second division are seven boys—one Keramut Ali was absent.

“The boys are classed as follows :

“None of the boys in this division are recommended for a prize.

“The third division comprises ten boys, of whom Damodhur Doss and Nubin Chunder, were absent. The progress of the boys in this class was very creditable, that of Madho Churn and Rughonath Singh particularly so, and of the latter remarkable, though he has been only four months at school, he can read with fluency and translate with accuracy any part of the book not previously learned.

“Madho Churn and Rughonath Singh are recommended for first and second prizes. The progress of Shewpershad Singh has been most creditable and that of Hurnunden Pershad also very good. Nubeen Chunder has been struck off.

“The fourth division, comprising fifteen boys, was examined by the Secretary ; the ages of the boys vary from five and half to ten years, and they have attended from eleven months down to one. They are in various stages of progress, but the examination was satisfactory.

“Rampertab Singh in the first part and Neel Money Doss in the second are recommended for prizes.

“Altogether the impression left by the examination of the boys is a very pleasing and satisfactory one, and the greatest credit is due to the masters for the evident attention and care they have manifested in the performance of their duties, and the very creditable result of this examination.

“Mouluvee Syed Moohummud Rafik, the principal sudder ameen, kindly undertook the examinations in Oordoo and Persian, and reports very favorably of the proficiency of the scholars.

“The students will be informed, that in future examinations regular attendance and general good conduct will go far in regulating the distribution of prizes.

“The valuable services of Pundit Balmokand, the head master, deserve special acknowledgment, and the merits of Sunder Lal, second master, have been noticed by all the examiners.”

Visitation Report. The following is Mr. Assistant Professor Brennand's report of his visit to the Gya School:

“The prospects of this school are perhaps more encouraging now than at any former period, both with respect to the progress that has been made, the interest that is taken in education, and the increasing numbers. There are now seventy-one names on the rolls, which is an increase of twenty above what then were in the school in September of last year. The number of admissions being thirty-four, and the withdrawals fourteen, four have been struck off by the Local Committee on

account of long absence ; nine have left for private reasons, and one died of the cholera. The greater number of the boys in this school are not natives of the place, but many come from the villages around. About five or six are the children of wealthy zemindars, a few are the sons or relatives of persons in the Government offices of salaries from 70 to 100 rupees per month, the majority are the children of persons in humble circumstances. Their general appearance with respect to order, cleanliness and neatness of dress, is not less impressive than that of any of the schools I have visited. The average amount of schooling fees, during the past year, is about thirty-eight rupees. In the month of August they amounted to 41 rupees 8 annas, the charges made to each being from 8 annas to 2 rupees. There are only four boys admitted as free scholars, by Babu Moodunarain Singh, of Tichary, who has the privilege from being a large contributor to the funds for the support of the school of sending six free scholars. It is said, that in Gya there are upwards of 7,000 families of priests, the members of which are in a state of gross ignorance; there is only one boy in the school who is in any way related to them.

“The average attendance of the whole school is about sixty-two. The average age of the whole of the boys is a little more than ten years.

“The following is a table, shewing the strength of each class, average age, &c. :

No. of class.	Strength of class.	Hindus.	Mohummudans.	Christians.	Ages varying from	Average age.	Time in school varying from	Average time in school.	Average daily attendance in August.
1	12	9	3	...	13 to 19	$15\frac{1}{9}$	$2\frac{1}{2}$ to $4\frac{3}{4}$	$4\frac{1}{12}$	$10\frac{2}{13}$
2	12	8	3	1	$10\frac{1}{2}$ to $16\frac{1}{2}$	$13\frac{1}{4}\frac{3}{8}$	1 to $4\frac{1}{6}$	$2\frac{3}{4}$	$11\frac{2}{3}$
3	1	...	...	...	$8\frac{1}{2}$ to $13\frac{1}{2}$	$10\frac{1}{10}$	1 to $3\frac{5}{8}$	$2\frac{5}{12}$	} $40\frac{6}{23}$
	2	7	37	...	$8\frac{3}{4}$ to $12\frac{1}{2}$	$10\frac{1}{2}\frac{9}{10}$	$1\frac{1}{4}$ to $2\frac{5}{8}$	$1\frac{3}{4}$	
	3	10	...	...	$8\frac{1}{2}$ to $12\frac{1}{4}$	$10\frac{1}{10}$	$1\frac{5}{12}$ to $1\frac{1}{2}$	$\frac{2}{3}$	
	4	15	...	...	$5\frac{1}{2}$ to $10\frac{1}{4}$	$8\frac{9}{10}$	$1\frac{1}{2}$ to $\frac{5}{6}$	$1\frac{5}{12}$	
	71	54	16	1					

“The attainments of the first class are not of a very high order, but for a school situated as this is, so remote from the encouragement, that the boys of other schools receive, with little of the emulation or stimulants that give animation to their pursuits, as also from the shortness of time that the school has been in existence, little more could have been expected. The average of the boys of this class is a little more than fifteen years—there is one boy however, of the age of nineteen. In reading and explanation in their knowledge of English, and in arithmetic, they are a little in advance of a junior first class, but in geography and history they have not made the same amount of progress. The pronunciation of a few of them is rather defective, the others read pretty well, and the explanation of their lessons was generally good. They know etymology,

but are not familiar with the rules of syntax. They have made most progress in arithmetic, having gone over the principal rules as far as the division of decimals. The answers to the questions in this subject were generally correct, but a few were remarkable for a slovenly mode of operation. Of geography, with the exception of two boys, they do not seem to know more than the mere outlines. I should attribute this deficiency partly to the want of a set of school maps. It does not appear that there is one map belonging to the school, those that are in use, are two or three loose ones, from an old Atlas, that belongs to the head master, and are not adapted to the use of a large class. If a set of maps could be supplied, they would, I am sure, be very serviceable. Their knowledge of history is confined to about sixty pages of Pinnock's Catechism of the History of Greece. A fable was given for translation from the Oordoo; the best specimen was that of Debee Pershad, who, though he stands the fourth in the class, in other subjects, when this is taken into account, I should think he is the first boy in the school. All the boys of this class were present excepting one.

"The second class was examined in reading from the Azimghur Reader, to page twenty-six, in Lennie's grammar, to page nineteen, in Clift's geography, to page thirteen, and in multiplication and division in arithmetic. In reading some of the older boys are defective in pronunciation; with this exception they read correctly, and explain their lessons with much intelligence. They are able to parse easy sentences, and have a tolerable knowledge of etymology, they have not made great progress in arithmetic, but the majority answered the questions, from multiplication and division, with correctness. They were not very far advanced in geography, this may be attributed partly to the same cause as in the first class. They were all present while I was there. The first section of the third class is composed of boys that are young and intelligent, they are reading Prose Reader, No. 1, which they do correctly, but the explanations they have not yet been accustomed to give in English. They have gone through etymology in Wollaston's little book, and they know a little of parsing. Their progress is, I think, creditable, for boys of their standing. The other sections of this class have made various degrees of progress, proportional to the time they have been in the school. They have mostly commenced Prose Reader, No. 1, and read with good pronunciation. The Oriental class books are for the first class, Gilchrist's grammar and Marshman's India; the second class Gilchrist's grammar and the Bagh-o-Bahar; the third, Gilchrist's grammar and Bagh-o-Bahar; the fourth, Oordoo Reader, pleasing stories, and spelling books 1 and 2. The school house is very much in need of repair. A couple of almirahs would be very useful in keeping together the school books that are in store, which are at present lying about on benches or on the floor.

"There are only very few books forming the library. If some addition could be made to it, of such books as would be consulted by the masters, it would be of great service than it is at present. A number of slates are also required in the store; only twenty-four boys are provided with them. The school furniture is in good order."

Jessore School.

THIRTEENTH YEAR.

Local Committee on the 30th September 1850.

C. STEER, ESQ.,	<i>Officiating Civil and Sessions Judge.</i>
C. D. RUSSELL, ESQ.,... ..	<i>Collector.</i>
F. L. BEAUFORT, ESQ.,... ..	<i>Magistrate.</i>
C. PALMER, ESQ.,... ..	<i>Civil Assistant Surgeon.</i>
RAJAH BARDA KAUNT ROY.	
BABU UPENDRA CHUNDER NYA- RUTNA,	<i>Principal Sudder Ameen.</i>

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. J. Smith, - - - - -	Head Master, - -	200	17th April 1838.
Mr. M. Gregory, - - - - -	Second Master,- -	50	6th June 1848.
Babu Moheshchunder Banerjee,	Third Master, - -	30	6th April 1846.
Nilmony Nyarutna, - - - - -	Pundit, - - - - -	25	10th July 1839.
Five Servants, - - - - -	.....	20	

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.					Nature of Charges.	ACTUAL CHARGES FOR 1849-50.		
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant, dated	Establishment and Expenses as fixed by Government, dated		Items.	Total.	
„	3336	3336	1656	4992	English Teachers,	3191 2 11		
			3336		Vern. Teacher, -	300 0 0		
			4992		Establishment, -	240 0 0		
					Contingencies,- -	120 9 10		
					Total, -	.....	3851	12 9

Local Committee.

The following report has been forwarded by the Local Committee :

Changes.—"The only change that has occurred during the year is the re-appointment of Mr. Smith, transferred from the Dacca College, by the removal of Mr. DeSouza, the late head master.

Suggestions.—"The committee would here again advert to the necessity of the appointment of a fourth master, that the studies of the boys may be attended to with greater success, and that the committee may be enabled to raise the present standard of study in all the classes, which cannot be effected under existing circumstances, unless some arrangement be made. The fourth class, alone, divided as it is always, into sections which every entrance class must be, requires the time and attention of one master, the duties of which, and those of the third class, devolve on the third master, Babu Moheshchunder Banerjee, for whom it will be impossible to instruct two classes, should the standard be raised, and new boys admitted.

Donations.—"The Ram Taramony continues to pay the annual sum of one hundred rupees for a scholarship. The balance in deposit in the Local Treasury is rupees one hundred and sixteen.

Abstract of the annual examinations.

First Class.—"This class consisted of fifteen boys, five of whom forming a separate section, were selected to study the standard of the scholarship examination. Of the remainder eight, two being absent on sick leave, presented themselves for examination, whose ages were from thirteen to sixteen years. Mr. Steer examined this section in the books

History of Greece, 198 pages.
Gay's Fables, 50 pages.
Lennie's Grammar.
Geography.
Arithmetic to Decimals.

mentioned in the margin, and was satisfied with the proficiency exhibited by the boys specially in history. In arithmetic Mr. Steer noticed in them a want of quickness in working sums in rule of three and double rule of three; but this

was owing to their having commenced this important part of arithmetic only recently, after their promotion from the second class, in which it ought to be studied before any boy is promoted. Prizes were adjudged to the following boys :

- | | |
|---------------------------------|-----------------------------|
| 1 Dwarkanath Ghose, | <i>General Proficiency.</i> |
| 2 Upandra Chunder Majmuda, ... | <i>Grammar.</i> |
| 3 Kally Prosanno Roy, | <i>History.</i> |
| 4 Shama Char Chatterjea, | <i>Arithmetic.</i> |
| 5 Shama Nund Sen, | <i>Poetry.</i> |

Second Class.—"This class contained twenty-two boys, of whom six were absent. Their respective ages were from eleven

Brief Survey of History, part 1st, 63 pages.
Grammar to Rule 27, Syntax.
Geography, Europe, except Great Britain and Ireland.
Arithmetic, Fractions.

to seventeen. They were examined in the books noted in the margin by Mr. Beaufort and Dr. Palmer. They con-

sidered the undermentioned boys the best in the class, and as a mark of

their approbation for the progress they had made, they recommended a prize to be given to each of the following boys :

1 Doorgabur Mitter,	<i>General Proficiency.</i>
2 Indrobhushan Bose,	<i>History and Writing.</i>
3 Obhoy Churn Bagchee,	<i>Geography.</i>
4 Tarabur Mitter,	<i>Grammar.</i>
5 Shishu Cumar Ghose,	<i>Arithmetic.</i>
6 Anando Loll Sen,	<i>Good conduct and regular attendance.</i>

Third Class.—“Of this class consisting of twenty-eight boys, only two were absent. Their ages ranged from nine to sixteen. They passed a creditable examination on the subjects noted in the margin with the

Rudiments of Knowledge, 61 pages.
Lennie's Grammar, 52 pages.
Clift's Geography, Asia and Europe.
Arithmetic, to Compound Division.

exception of two overgrown lads, Denonath Mitter and Obhoy Churn Roy, who ought not to be allowed to continue in the school, unless they are promoted to the class above

them. The examiners, Dr. Palmer and Mr. Beaufort, considering the undermentioned boys good in their performances, have adjudged them a prize each on the subjects to which their names are affixed :

1 Ilimaut Comar Ghose,	<i>General Proficiency.</i>
2 Beshasshur Chatterjee,	<i>Grammar and Geography.</i>
3 Keshab Lall Bose,	<i>Explanation.</i>
4 Bepra Doss Mitter,	<i>Arithmetic.</i>
5 Kadar Bux,	<i>Reading.</i>

Fourth Class.—“This class is composed of thirty-one boys, aged from six to eleven, with two of thirteen.

Reader No. 1, 39 pages.
Spelling, 32 pages.
Arithmetic, Addition and Subtraction.

All but six were present at the examination. The subjects of studies are noted in the margin. Mr. Beaufort examined this class with its sec-

tions. He reports very favorably of the progress effected by them, and considers five boys of the first section worthy of recommendation for prizes, viz. :

1 Tarak Chunder Sen,	<i>Reading.</i>
2 Tarak Chunder Chuckerbutty,	<i>Spelling.</i>
3 Russik Lall Sirkar,	<i>Arithmetic.</i>
4 Keshub Chunder Mudduck,	<i>Writing.</i>
5 Harnath Chatterjea,	<i>General good conduct.</i>

Mr. Beaufort proposes four more prizes to be given in this class, in the last section, to

1 Tarra Prasanno Doss,	<i>Reading and explanation,</i>
2 Omesh Chunder Bose,	<i>Spelling,</i>
3 Juggesher Roy,	<i>Spelling,</i>
4 Buzla Rahmud,	<i>Arithmetic and Writing,</i>

and thus concludes his report, making favorable mention of two boys. ‘In this last section I propose to give two prizes for spelling, as two boys did very well indeed, viz., Omesh Chunder Bose and Juggesher Roy,’ the latter has been but a short time in school.”

Vernacular Examination.—"The Vernacular examination was conducted by Babu Upandra Chunder Nyaratna, principal sudder ameen. He reports very favorably of the performances of all the classes. The following are the students whom he has recommended for prizes :

1 Dwarkanath Ghose,	<i>First Class.</i>
2 Obhoy Churn Bagche,	<i>Second Class.</i>
3 Kaderbux Biswas,	<i>Third Class.</i>
4 Taruck Chunder Sen,	<i>Fourth Class.</i>

Library.—"No new work was added to the library this year. It is in good condition and resorted to by the boys of the first class.

Building.—"The school-house is in a good state.

"The school continues to be in repute, as shewn by the number of monthly admissions, though the attendance is always fluctuating, chiefly owing to sickness which cannot be remedied.

"In speaking of the masters, all of whom have been diligent in the discharge of their respective duties, the committee would specially record their sense of the laudable exertions of the head master. On his arrival the boys were backward as the fact of there being no competition last year for junior scholarships sufficiently attests, but by great labor on Mr. Smith's part, five boys were this year sufficiently advanced to stand their examination for scholarships, and one boy very nearly obtained it. This speaks greatly to the credit of Mr. Smith, and the committee hope that the Council will not fail to notice it favorably."

Burdwan School.

SIXTH YEAR.

Local Committee on the 30th September 1850.

J. H. PATTON, ESQ.,	Judge.
A. PIGOU, ESQ.,	Magistrate.
T. HASTINGS, ESQ.,	Civil Assistant Surgeon.
W. C. LOCHNER, ESQ.,	Assistant Magistrate and Collector.
SYUD FUZUL RUBBEE,	Principal Sudder Ameen.
BABU RUSSIC KRISHNA MULICK,	Deputy Collector.
BABU MOHINDRANATH BOSE,	Abkaree Superintendent.

Es'tablishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. L. Mason, - - - - -	Head Master, - -	150	23rd Aug. 1848.
Babu Gobind Chunder Bose, -	Second Master, - -	50	12th Dec. 1845.
Babu Jadub Inder Mookerjee, -	Third Master, - -	30	15th March 1849.
Three Servants, - - - - -	.....	12	
	Total, Rs., -	242	

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				Nature of Charges.	ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government dated		Items.	Total.
”	”	”	242	Head Master, - - -	1800 0 0	
				Second Master, - - -	600 0 0	
				Third Master, - - -	360 0 0	
				Native Establishment, -	144 0 0	
				Contingencies, - - -	36 0 6	
				Total, Co.'s Rs., -	..... ..	2940 0 6

Local Committee. The following is the Local Committee's report:

"The Burdwan Government School was established on the 1st October 1845.

"No changes of masters have taken place during the year.

"The duties of the school are well carried on by the head and other masters, and the committee have no suggestions respecting the studies of the school, to bring to the notice of the Council of Education.

Messrs. W. Alexander,	" Rupees 96 are annally given by the Govern-
" W. C. Lochner,	ment for the school prizes; and with the ex-
" A. Pigou and	ception of a few books presented to the school,
" E. Bentall.	during the year by gentlemen noted in the
	margin, no donations have been presented to it.

"The annual examination was commenced on the 9th ultimo, and was finished on the 19th idem, the whole of the committee (with the exception of the Principal Sudder Ameen, who is not conversant with English) taking a part in it. The committee were well satisfied with the result of the examination, and considered that the students were much further advanced than at the examination last year, and generally answered the questions given to them satisfactorily. A tabular statement, exhibiting the studies of each class and the names of those who have been selected for prizes, was furnished. The age of the boys average from seventeen years to eight or nine.

"The library is in a good state, and carefully looked after by the head master.

"The school is held in an old Barrack belonging to Government, and is in good repair.

NAMES OF BOYS SELECTED FOR PRIZES.

First Class — Cobileshur Chowdree.
 " Kissooree Mohun Muzoomdar.
 " Bhoobun Mohun Chowdree.
 " Mangobind Mookerjee.
Second Class.—Lukheenarain Roy.
 " Samdoss Mozoomdar.
 " Ramgottee Mookerjee.
 " Gunness Chunder Chowdree.
Third Class.—Umbika Churn Bose.
 " Rakhal Doss Sircar.
 " Dwarkanath Banerjee.
 " Unodapershad Mookerjee.
Fourth Class.—Mohindernath Mookerjee.
 " Ramdass Chowdree."

Bancoorah School.

SIXTH YEAR.

Local Committee on the 30th September 1850.

H. C. HAMILTON, Esq.,	...	...	Offg. Civil and Sessions Judge.
T. B. MACTIER, Esq.,	...	...	Offg. Jt. Magistrate and Dpy. Collr.
G. N. CHEEK, Esq.,	...	...	Civil Assistant Surgeon.
BABU CHUNDRO SEKHUR CHOWDRY,			Principal Sudder Ameen.
BABU TARUCKNATH GHOSE,	...	...	Uncovenanted Deputy Collector.
MOULUVEE ABDUL AZEEZ,	...	...	Sudder Ameen.
MOULUVEE EKHRA MUL HUQ,	...	...	Law Officer.
BABU TARINI PROSAD MOOKERJEA,	{ Sheristadar to the Civil and Sessions Judge.		
W. RUSSELL, Esq.,	...	...	{ Secretary, Assistant to the Joint Magistrate and Deputy Collector.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Babu Nobinkrishna Sircar,- -	Head Master, - -	100	26th July 1848.
Babu Gopalchunder Chatterjee,	Second Master,- -	50	18th Nov. 1848.
Babu Krishnanauth Mookerjee,	Third Master, - -	30	7th May 1849.

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				Nature of Charges.	ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government dated		Items.	Total.
Schooling fees, 904 11 1			Instructive Estab., *2760	Instructive Estab., - -	2160 0 0	
Book money, - 267 9 6			Servants, - - 156	Servants, - - - -	156 0 0	
Total, Co.'s Rs., 1172 4 7			Book Allowance, - 240	Contingencies, - - -	41 1 0	
			Prize Allowance, - 96	Book Allowance, - -	548 5 2	
			Total, Co.'s Rs., 3252	Prize Allowance, - -	96 0 0	
				Total, -	.....	3001 6 2

* Rupees 2760, this includes the rate of a head master's salary (rupees 150.) The present head master receives rupees 100 per mensem.

Local Committee.

The following report of the school has been submitted by the Local Committee:

“ No particular changes have occurred during the past session, with the exception of some alterations in the studies of the several classes, which a comparison of the information on this point conveyed in the report with that which is exhibited in a statement below, will discover. The comparison shows that the studies of the first class have been enlarged considerably in the departments of History, Algebra and Literature, to some extent also in Arithmetic, while Geometry has been super-added as a new subject of study. To the third class, and first section of the fourth, spelling books have been made a class study, and the second section of the fourth class have advanced to English Prose reading, before unattempted. The superintendence of the classes from the second downwards has also been more equally apportioned than it was; the second master now taking the second class, and last section of the fourth; and the first section of the latter, and the third class being assigned to the third master; an arrangement which gives an equal number of students to the care of each.

“ With regard to those matters, which the Local Authorities in this station would wish to bring prominently into notice, it has been suggested, and commonly agreed to, that Poetry, as a class study, might perhaps with advantage be allowed to occupy a less portion of the time and attention of the students; and those studies, which are both essential, and the most important in regard of the objects, for which the Bengali youth seeks an education in a Government School, be insisted on with greater vigour and assiduity. Throughout by far the larger portion of the school, a grievous deficiency has been observed in their *writing*. To remedy this evil the Local Committee at their last meeting adopted the resolution, that next year a prize for the best English writing should be awarded. Again, not this year only, but on previous occasions, also, it has been remarked, that the education of the boys in the Bengali tongue has been very defective, and leaves large room for improvement. In respect of this point also, the committee proposed that in future a prize should be given for the best vernacular translation, (English into Bengali and Bengali into English) in the determination of which the matter of *writing*, including both languages, shall be taken materially into consideration. In addition, it is thought that the introduction, as a branch of study, of papers and records in the style of the various courts of the provinces would be a most useful auxiliary to the general objects of the system here pursued.

“ The donations that have been made during the past session have been solely for the purpose of placing the late Free School house in a fit state to accommodate the school with all its appendages.”

List of Donations on account of the School House.

The following is the list of Donations for the purpose:

Number.	Names.	Residence.	Designation and Office.	Amount offered.	Remarks.
1	Maha Rajah Mahtab Chund Bahadoor,	Burdwan, ...	Zemindar,... ..	350 0 9	Paid.
	Babu Gopi Kishen Banerjea, ... ..	.....	Moonsiff, Kotulpore,	10 0 0	
	Babu Issur Chundro Roy, ... ..	.....	Darogah, Kotulpore,	4 0 0	Paid.
	Babu Ram Dhun Chowdry, ... ..	.....	Darogah, Neamutpore,	6 0 0	
5	Babu Nittanund Roy, ... ..	.....	Darogah, Patna,	10 0 0	Paid.
	Mouluvee Gholam Ushruff, ... ..	.....	Deputy, Magt., Boodbood,	10 0 0	
	Rajah Damoodur Sing,	Meliarah,	Zemindar,	30 0 0	
	Rajah Nutbur Sing,	Simlah Pal, ...	Zemindar,	10 0 0	Paid.
	Babu Ram Lall Dotee,	Bancoorah, ...	Zemindar,	5 0 0	
10	Syed Tussooduck Hosain, ... ..	.....	Darogah, Choorolia,	8 0 0	
	Mouluvee Ekhrumal Huq, ... ..	.....	Law Officer,	12 0 0	Paid.
	Babu Hurri Sunker Mookerjea, ...	Bancoorah, ...	Zemindar,	5 0 0	
	Babu Grish Chundro Chatterjea, .....	.....	Mahafez, Judge's Court, ...	2 0 0	
	Babu Ram Chundro Roy, ... ..	.....	Mooktear,	2 0 0	
15	Babu Ram Kishen Mookerjea, .....	.....	{ Nazir, Joint Magistrate } { and Dy. Collector's Office, }	10 0 0	
	Babu Ram Mohun Chundro,	Bancoorah, ...	Sheristadar, P. S. A. Court,	2 0 0	Paid.
	Babu Bippro Churn Hajrah, ... ..	.....	Actg. Mohurir, Collr.'s Office,	1 0 0	Paid.
	Babu Shyamalanund Mookerjea, ...	Moynapore, ...	Second Writer, Judge's Office,	4 0 0	
	Babu Nilcomul Mittra, ... ..	.....	Peskar, Judge's Court, ...	2 0 0	
20	Babu Degambur Chatterjea, ... ..	.....	Actg. Peskar, Collr.'s Office,	2 0 0	
	Babu Ram Coomar Sircar, ... ..	.....	Meer Moonshee, Judge's Ct.,	1 0 0	
	Babu Radha Nath Das, ... ..	.....	Khazanchee,	2 0 0	

	Babu Sreemunth Banerjea, ... ..	.....	Head Writer, Judge's Office,	2	0	0	Paid.
	Babu Sreedhur Hajrah, ... ..	.....	Sheristadar, Collr.'s Office,	3	0	0	Paid.
25	Babu Jogunnath Dass, ... ..	.....	Writer, Collector's Office....	1	0	0	Paid.
	Babu Lakhun Sircar, ... ..	.....	Mohurir, Session Adawlut,	1	0	0	Paid.
	Babu Nobo Krisen Rai, ... ..	.....	Mohurir, Collector's Office,	1	0	0	
	Babu Loke Nath Mittra, ... ..	.....	Mohurir, Judge's Court, ...	3	0	0	
	Babu Gobur Dhun Udhurj, ... ..	.....	Jail Darogah,	1	0	0	
30	Mouluvee Abdool Azeez, ... ..	.....	Sudder Ameen,	6	0	0	Paid.
	Boyjo Nath Geer Gosain, ... ..	.....	.....	5	0	0	
	Emambuksh, ... ..	.....	Nazir, Judge's Court,	2	0	0	Paid.
	Babu Krishen Prosad Pattuck,	Bancoorah. ...	Zemindar,	1	0	0	
	Moonshee Gholam Nuzuff, ... ..	.....	Mohurir, Collector's Office,	1	0	0	Paid.
35	Babu Horo Prosad Banerjea, ... ..	.....	Darogah, Bancoorah,	3	0	0	
	Babu Bharut Chundro Chatterjea, ...	.....	Government Pleader,	1	0	0	
	Babu Kasi Nath Durissa,	Bancoorah, ...	Trader,	1	0	0	
	Babu Joggeshur Barrick,	Bancoorah, ...	Trader,	2	0	0	
	Babu Nobin Mohun Dutt,	Bancoorah, ...	Trader,	2	0	0	
40	Babu Taruck Nath Ghose Roy, Ba- } hador, ... ..	.....	Deputy Collector,	25	0	0	
	Babu Tarini Prosad Mookerjea, ... ..	.....	Sheristadar, Judge's Court,	10	0	0	
	Babu Gudda Dhur Banerjea, .....	.....	Zemindar,	10	0	0	
	Babu Chundro Sakhur Chowdry Roy, } Bahador, ... ..	.....	Principal Sudder Ameen, ...	25	0	0	Paid.
	Syed Cazi Hamed Allee, ... ..	.....	Moonsiff, Sonamookhi,	2	0	0	Paid.
45	Mazzoom Hossain, ... ..	.....	Moonsiff, Madhub Gunge, ...	5	0	0	
	Henry C. Hamilton, Esq., ... ..	.....	Civil and Sessions Judge, ...	5	0	0	Paid.
	Babu Gunga Hurri Chatterjea, ... ..	.....	Mohurir, Collector's Office,	1	0	0	
	Babu Sree Nath Roy, ... ..	.....	Abkari Darogah,	5	0	0	Paid.
			Total, Co.'s Rs.,	612	0	0	

“The particular results of the annual examination of each class in each department of study are very favorably reported by the several examiners. Exception may be taken in respect of the grammar of the first section of fourth class, some boys of which moreover were backward in spelling and in the vernacular; of the ‘parsing’ of the third class; of a bad ‘twang’ in the readings of the second class, and of the great deficiency of this class in translating from English into Bengali. With these deductions, the examinations in each of the departments were certainly satisfactory. Speaking generally, the advancement of the first section, class fourth does not appear to have kept pace with that of the rest of the school. But the information to be supplied under this head will be best gathered from the statement appended to this report, in which also are shown the studies of each class, the average age of the classes, the general progress of each class as furnished by the head master, and the names of prize boys.

“The first class, with the exception of three boys, are candidates for junior scholarships, whose attainments will be tested elsewhere. The remaining three were not put to any severe trial; but it was deemed sufficient, as they were to compete for no prize, to weigh their progress by a summary examination, the results of which were creditable.

“The library is in a very good and efficient state. Standard works abound, their number having multiplied considerably during the past year; and, on inspection, I find they have all been preserved with care, shelves kept clean, and secured from insects and the effects of weather.

“The school building, as the Council are already aware, does not properly pertain to the school. It formed a hospital for sepoy, being attached to the lines and other Government buildings, formerly occupied by troops. As the school is likely soon to be transferred to the building, which the Government were pleased to accept for the express purpose of appropriating it as a Government School, it is hardly necessary for me to say much in the present report respecting the structure, now occupied by the boys. It serves very well for its temporary object, and the Executive Engineer has kindly improved its condition by petty repairs. The Free School houses though at present in bad condition, it may reasonably be expected will soon present a different appearance, as well as include a larger accommodation, through the success which has met, and promises to meet the attempt at local collection.

“The furniture and apparatus, including chairs, tables, desks, slate-board, globes, &c., are in good condition.

“The Local Committee, as heretofore, have held a general meeting on the 1st or 2nd of each month, calling a special meeting on other days, whenever a special and immediate subject of discussion was to be brought to notice. An occasional absence of many of the school has been censured, and boys with disease prohibited from attending. Beyond this, no abuse or irregularity has occurred to be corrected. The school is, I think, held in good estimation by the native population generally. Some of the most influential portion of the community in the neighbourhood, and many respectable families in the district, have their relatives located here for education, and were there accommodation and masters enough, the school would number many more names, than it does on the register.”

In the returns of the annual examination of this school, forwarded by the Local Committee, the columns for stating the number of days in the year, the pupils of the various classes had been absent and other matters connected with their attendance, having been omitted, no positive opinion can be expressed with reference to the degree of regularity with which they have attended during the past session.

The examination, from the remarks of the examiners, seem to have given general satisfaction.

There were eight boys in the first class whose ages varied from sixteen to nineteen years, five of whom competed for junior scholarships. Of the remaining three, Puranund Moorkerjea passed so creditably as to have obtained forty marks out of fifty, which was the standard for all the subjects. Mr. Russell remarks that "they were deficient in geography, and vernacular, and two of them failed entirely in algebra."

There were thirteen boys in the second class, their examination was satisfactory likewise, the deficiency noticed most was the little practice they evinced in translating from English into Bengali. Their ages average from twelve to fifteen.

The third class contained twenty-three, the fourth thirty-two boys. There is nothing remarkable in the report of their examination that deserves especial notice. The average ages of the pupils of the third and fourth classes are from seven to sixteen.

Baraset School.

SIXTH YEAR.

Local Committee on the 30th September 1850.

E. JACKSON, ESQ.,... .. *Joint Magistrate.*

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Peary Churn Sircar, - - - -	Head Master, - -	150	8th Dec. 1845.
Hurry Doss Ghose, - - - -	Second Master, - -	50	29th May 1850.
Prosonno Coomar Sircar, - -	Third Master, - -	30	11th March 1846.
Kedar Nath Mookerjee, - - -	Fourth Master, - -	20	2nd Sept. 1846.
Doorga Churn Chatterjee, - -	Fifth Master, - -	20	1st Feb. 1850.
Kureem Khan, - - - -	Duftery, - - - -	5	28th Jan. 1846.
Shiboo Doss, - - - -	Water Bearer, - -	4	1st April 1846.

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				Nature of Charges.	ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government, dated		Items.	Total.
"	"	"	"	English Teachers, - - - -	3160	
				Establishment, - - - -	108	
				Contingencies, - - - -	134	
				Cost for building a School } House, - - - -	2100	
				Total, Co.'s Rs., -	.....	5502

The only change which has occurred during the past session is the appointment of Babu Hurry Doss Ghose, as second master, in the room of Babu Juggeshur Ghose removed to another post.

“There are five classes in this school, the fifth being divided into two sections. The total number of pupils on the rolls is one hundred and forty-five. The first class contains twenty-one pupils, the second thirty, the third twenty-seven, the fourth twenty-four, the first second section of the fifth twenty-eight, the second fifteen.

"The examinations were conducted by Mr. Elphinstone Jackson, the Secretary to the Local Committee.

"Thirteen boys of the first class passed this examination, eight having competed for junior scholarships. Their ages average between thirteen and sixteen years; their attendance has been pretty regular. Of the standard number of marks fixed for all the subjects of examination, two boys gained above three-fourths, one gained three-fourths, and six above one-half."

The examiner remarks :

"I am of opinion that the answers of these boys in history and geography should have been better than they were. In other subjects I am satisfied with their progress.

"The average age of the second class is between twelve and seventeen. The attendance on the whole has been pretty regular for a class of thirty boys; among whom five have attended less than half the number of working days during the past session. Seventeen boys gained above three-fourths of the marks; eleven above half."

The examiner reports unfavorably of the geography and history of this class :

"Twenty-three chapters of Pinnock's Catechism, and thirty-four pages of the geography book for the studies of the whole year, is ridiculous. The head boys could repeat whole pages off by heart, which shews that they might have learnt much more.

"The average age of the third class is between twelve and fifteen. The attendance has been remarkably regular; of the whole division only one boy is put down as having been absent and that only for one day. The result of the examination in arithmetic, reading and explanation has been satisfactory; but the examiner expresses himself dissatisfied with the amount of English read and the attainment of the boys in geography, the work at present studied by them being unsuited to their capabilities.

"The average age of the fourth class is between eleven and fourteen. No remarks have been made relative to their examination, but from the numerical results, it is evident that the impression on the examiner must have been a favorable one. Above three-fourths of the marks were obtained by fifteen boys; above one-half by six. One boy was sick during the examination.

"The two sections of the fifth class passed creditably. Their ages average respectively between nine and fourteen and seven and thirteen.

"The orders of the Council of Education passed on last year's annual report, to the effect that the managers of the Baraset Female School should have the power of appointing sixty boys at one-half of the schooling rates, paid by the ordinary students, have been carried out. There are now sixty pupils in the school nominated by these managers. This fact will account for the increase in the number of the pupils this year over the number mentioned in last year's returns.

"The school is still held in the jail of the station. The Local Committee have been authorized to commence at once the erection of a new building and preparations are in progress."

Howrah School.

SIXTH YEAR.

Local Committee on the 30th September 1850.

H. R. ALEXANDER, Esq., C. S., ...	<i>Supdt. of Sulkea Salt Golahs.</i>
E. JENKINS, Esq., C. S.,	<i>Magistrate.</i>
HODGSON PRATT, C. S.,... ..	<i>Asst. Magistrate and Secretary.</i>
DR. E. RÖER,	<i>Registrar of Deeds.</i>
H. C. MACRAE, Esq., M. D.,... ..	<i>Civil Surgeon.</i>
BABU JOYKISSEN MOOKERJEA,	<i>Zemindar.</i>

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Bhoodeb Mookerjea, - - -	<i>Head Master, - - -</i>	150 0	23rd Aug. 1849.
Cunoy Laul Bysack, - - -	<i>Second Master, - - -</i>	50 0	16th Nov. 1849.
Mohendernauth Chatterjee, -	<i>Offg. Second Master,-</i>	25 0	18th April 1850.
Peary Mohun Mookerjea, -	<i>Third Master, - - -</i>	30 0	28th May 1849.
Sreenauth Dutt, - - - -	<i>Fifth Master, - - -</i>	20 0	17th June 1846.
Four Servants, - - - -	.....	16 6	

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				Nature of Charges.	ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Go- vernment.		Items.	Total.
Schooling fees average during the last six months, Rs. 130. Actual average for past twelve months, Rs. 122-5.	None.	Rs. 130 & mensem.	Establishment Rs., - - 264 6 Scholarships & mensem, 32 0 School Books ditto, - - 20 0 Prizes ditto, - - - 96 0 Contingencies ditto, - - 6 0	Establishment, - - Contingencies, - - Prizes, - - - Scholarships, - - Total, -	3051 6 1 74 3 9 69 12 0 320 0 0	 3515 5 0

Local Committee's Report.

The following is the report of this school drawn up by the Secretary to the Local Committee of Howrah and Ooterparah:

"The only change which has taken place in the establishment during the past session is the appointment (in April last) of Mohendernauth Chatterjea, as officiating second master in the place of Cunoy Laul By-sack, who obtained leave of absence on medical certificate and has not yet returned to his duties.

"As the Council of Education have directed that all the Native masters be subjected to an examination in Bengali; it is perhaps unnecessary for the committee to refer to the importance they attach to the appointment of a pundit in the Howrah School. Nevertheless, they feel it their duty to state that the wish is strongly felt by the native community; and that the marked difference exhibited in the knowledge of Bengali between the boys of the Howrah and Ooterparah Schools, at the late examination, cannot be attributed to any other cause. The parents of several boys in the first class have expressed themselves willing to pay an additional fee of one rupee per mensem, to secure the services of a pundit.

"The committee further beg to call the attention of the Council to the fact that in consequence of there being no fourth master, the fifth master has the entire management of the fourth and fifth classes, that is to say, of about sixty boys, a number which the committee think too large to be instructed efficiently.

"To this, and not to any deficiency on the part of Sreenauth Dutt, must be attributed the fact that several boys in the fifth class were admitted *three* years ago.

"With regard to a suggestion that in future prizes be granted only to the first two or three boys in each class, and 'Certificates of Honour,' substituted in the case of all others obtaining a large number of marks, as a separate letter on this subject will be forwarded for the consideration of the Council, it is not necessary to say more here.

"At the close of the session, two prizes of rupees 25 each, one for the best essay in English and the other for the best Bengali essay, were offered by Babu Joykissen Mookerjea, for competition among the boys of both the Howrah and Ooterparah Schools. The essays sent in are under the consideration of the committee."

The annual general examination of the Howrah School was held on the 4th October: and was conducted by Messrs. Alexander, Jenkins, Roër and Pratt.

Annual General Examination.

"It has not been usual on former occasions to examine the boys of the first class, as the greater number are generally candidates for scholarships. As, however, during the past session, there were *two* divisions in the class, and the boys of the first alone read especially for the scholarship examination; it was considered unfair to those of the second division to deprive them of all opportunity of earning distinctions. The six boys of the last division were examined by Dr. Roër, in the

subjects noted in the margin, and he reports as follows: The progress of the students in algebra and geometry is very satisfactory and speaks favorably for the ability and attention of the head master, since within the space of a year he has carried his pupils to a high degree of proficiency, who at the commencement of the course were hardly familiar with the rudiments

Prose Reader, No. 5, pp. 80.
Poetical Reader, No. 3, pp. 100.
Lennie's Grammar, Parts I and II.
Pinnock's History of Greece, the whole.
Clift's Geography, the whole.
Three Books of Euclid.
Hind's Algebra, Parts I and II.
Also, read during the session: History of Rome, History of India: Hind's Arithmetic: Bytal P. Binati: Bengali.

of those studies. I selected propositions from the first three books of Euclid, and I had much pleasure in noticing the correctness and ready intelligence with which the students treated the arguments and answered my questions. The average age of the pupils and the names of those recommended for prizes, appear in the margin.

"The second class were examined by myself in the subjects noted in the margin. The boys of this class read remarkably well, and I especially remarked the absence of those faults of intonation and manner generally observable in Native schools. Their knowledge of the use and application of words of Etymology and of the meaning of the passages read, was most creditable. In this department of study, a comparison with the boys of the same class at Ooterparah (whom I examined on the following day) is greatly in favour of the Howrah boys.

"I was equally well satisfied with their attainments in arithmetic: they used the best and shortest processes and their answers showed a knowledge of principles. I only regret that there has not been more training in *mental* arithmetic.

"I was glad to find that there was something more than mere 'cramming' in their acquaintance with the portions of history read by them. In this particular, also, the class contrasts favourably with the second class at Ooterparah; for whereas the former had read the large editions of Goldsmith's Greece and Rome, the latter had merely read Catechisms.

"On the whole, the condition of this class is equally creditable to the boys and to the officiating master who is remarkably energetic and active. The average age and names of those boys

Average age fifteen.

1 Soorutnath Mullick.	6 Bushunto Coomar Mookerjea.
2 Debendernath Mullick.	7 Robiel Hussein and 4 others in a less degree.
3 Khetternath Bhattacharjee.	
4 Asootosh Bannerjea.	
5 Mothornath Chowdree.	

who distinguished themselves appear in the margin.

"The third class were examined by Mr. H. Alexander in the subjects

No. of boys 16. Present 14.
Prose Reader, No. 3, pp. 100.
Wilson's Elements of Grammar, the whole.
Clift's Geography, Asia and Europe.
Arithmetic, Hind's to Compound Division.
Bengali, Nithi Kotha, 2nd Part.
Dictation.

noted in the margin. He reports as follows: 'The greater number of the boys have passed their examination very creditably, and it reflects great credit upon the third master (Pearymohun Mookerjea.)' I am glad to find that Mr. Alexander thinks highly

of the second master, as I felt doubtful whether the results of the examination of this

Average age fourteen.

1 Denonath Chuckerbutty.	4 Gopaul Chunder Bannerjea, junior.
2 Madhub Chunder Chatterjea.	5 Gopaul Chunder Bannerjea, senior.
3 Luckynarain Doss.	

class would prove satisfactory. The five boys whose names appear in the margin are recommend-

ed for prizes: and the average age of the class is also noted.

"The fourth class were examined by Dr. E. Roër in the subjects

No. of boys 33. Present 31.
English Reader, No. 1, to page 139.
English Spelling, No. 2, to page 66.
Arithmetic, to Compound Subtraction.
Burno Malla, 1st Part.
Nithi Kotha, 1st Part.

noted in the margin. I extract the following from his report. On the whole, I was much pleased with the attainments of the boys. Explanation in Bengali, however, was not satisfactory, nor could it be, as the in-

struction is not given by a pundit. This teacher is not, I suspect, very

Average age twelve.

1 Jodonath Mookerjea.	5 Sreenath Chowdry.
2 Nilmony Mullick.	6 Kadernath Mookerjea.
3 Kalidas Mosat.	7 Sib Krishto Roy Chowdry.
4 Saroda P. Bannerjea.	

competent to teach Bengali: though a very industrious and pains-taking man. For average age of the class and for names of those recommended for prizes, *vide* margin.

"The fifth class were examined by Mr. E. Jenkins, who reports as

No. of boys 28. Present 25.
First section of the class, Murray's Spelling, to page 41.
Burno Malla, 1st Part.
Second section, Murray's Spelling, to page 18.

follows: 'I am glad to find the boys of this class generally well acquainted with the subject in which they were examined. But few appear to have any knowledge of Bengali. This must be a matter of regret.' It will be

recollected that I have mentioned in the former part of my report that both this class and the fourth are under the management of one and

Average age 10.5.

Prize boys.

1 Gobind Chunder Chuckerbutty.	4 Behary Lall Dutt.
2 Gogrunchunder Bose.	5 Coylaschunder Roy.
3 Coylaschunder Chowdry.	6 Mohendernauth Sen.
	7 Nil Ruttan Mookerjea.

the same teacher. The class is divided into two sections, numbering seventeen and eleven students respectively. The subjects in

which they were examined are noted in the margin, also the average age of the boys, and the names of those recommended for prizes.

“ I cannot conclude this portion of my report without bearing my testimony to the worth and ability of the head master, Bhoodeb Mookerjea.

“ From the proximity of the Howrah School to the place of my daily avocations, I have had frequent opportunities of being present during class hours, and my belief that it would be impossible to find any one more fitted both in temper and ability to conduct the important duties which are entrusted to him.

“ I rejoice to say that the Native community share with me in the confidence which I have expressed.

“ No additions have been made to the school library during the past year.

“ With regard to the state of the school buildings, a letter and estimate will be forwarded to the office of the Council of Education in a few days, with a view to obtain a sanction for the repairs of the floors and some of the windows.”

Ooterparah School.

FIFTH YEAR.

Local Committee on the 30th September 1850.

H. ALEXANDER, ESQ.,	<i>Suptd. of Sulkea Salt Golahs.</i>
E. JENKINS, ESQ.,... ..	<i>Magistrate of Howrah.</i>
H. PRATT, ESQ.,	<i>Joint Magistrate and Secretary.</i>
E. ROER, ESQ.	
A. C. MACRAE, ESQ., M. D.,	<i>Civil Surgeon of Howrah.</i>
BABU JOYKISSEN MOOKERJEE,...	<i>Zemindar of Ooterparah.</i>

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. Hand, - - - - -	<i>Head Master, -</i>	150	23rd March 1846.
Babu Nobinchunder Bose, - - -	<i>First Teacher, -</i>	50	17th July 1850.
Babu Coilaschunder Mookerjee, -	<i>Second Teacher, -</i>	30	17th July 1850.
Babu Obhoychunder Banerjee, -	<i>Third Teacher, -</i>	20	17th July 1850.
Babu Coonjobehary Chuckerbutty,	<i>Fourth Teacher, -</i>	20	30th July 1850.
Babu Jodoonath Shurmah, - - -	<i>Pundit, - - -</i>	20	11th June 1849.

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				Nature of Charges.	ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government.		Items.	Total.
Babu Joykissen Mookerjee's endowment, (per mensem,) Rs.,- 100 0 0				Establishment, -	.....	3910 14 2
Schooling fees at an average of (do.) do., 200 0 0				Contingencies, -	90 0 0	
Actual averaged during past year (do.) do., 194 7 8				Books for Library,	13 4 0	
Per mensem, Rs., - - - 100				Prizes, - - - -	96 0 0	
Per mensem, Rs., - - - 400				Scholarships, ...	353 7 0	584 11 0
Establishment, Rs., - - - 329						
Scholarships, Rs., - - - 32						
School Books, Rs., - - - 20						
Prizes, Rs., - - - - 8						
Contingencies & men., Rs., 6						
				Total, -	.....	4495 9 0

The following is the report of the school drawn up by the
Local Committee. Secretary to the Local Committee of
 Howrah and Ooterparah :

“ The following changes have taken place in the establishment of the school. On the 17th July, Nobinchunder Bose, the third teacher, was appointed second teacher in the place of Mr. C. Grant, appointed to the Allipore School: and the fourth and fifth masters (Coilaschunder Mookerjee and Obhoychurn Bannerjee) were appointed third and fourth masters respectively: the appointment of fifth teacher being filled up, on the 30th July, by Babu Coonjobehary Chuckerbutty.

“ *Suggestions.*—Reference has been made in the report of the Howrah School to a proposal which will be laid before the Council of Education for the substitution of certificates of honour for prizes in the case of students not receiving the highest marks.

“ The committee are inclined to think that the number of boys on the class rolls of this school is larger than is consistent with efficient superintendence upon the part of the masters. The third, fourth and fifth classes show an average of forty-four boys. This is mainly attributable to the fact that the rule providing for the admission of students under certain conditions of qualification has fallen into abeyance. In consequence of the distance of Ooterparah from the sudder station, the duty of controlling and managing the admission of new applicants has been left to the head master. It is proposed, with the sanction of the Council of Education, to make it incumbent upon all persons who wish to place their children upon the school books, to send them to the Secretary at Howrah for examination.

“ If this is considered as throwing difficulties in the way of admission, a particular day of each month might be fixed, and the head master instructed to make it understood that the Secretary would attend on that day for the examination of candidates.

“ A donation of rupees 25 (twenty-five) was made by Mr. H. Alexander, Esq., C. S., for the best English essay. The essays written in competition for this prize at the late examination are now under examination by the committee. It has been mentioned in the report for the Howrah School that Babu Joykissen Mookerjee had offered two prizes of rupees twenty-five each for the best essay in English and Bengali to be competed for by the two schools.

“ The school examination was held on the 5th October, and was attended by Messrs. Alexander, Macrae, Roër, Babu Joykissen Mookerjee, the Rev. G. Wiedman and the Secretary.

“ As the majority of the first class were candidates (*viz. eleven*) for junior scholarships, there was no examination of the first class.

“ As I was anxious to compare the respective condition and efficiency

Second Class Studies.

Prose Reader, No. IV. Chap. 3rd, and 35 lessons of Chap. 4th.

Poetical Reader, No. 2, 30 Fables.

Pinnock's Catechism of the History of Rome, to the death of Augustus.

Pinnock's Catechism of the History of Greece to end of the first Peloponnessian War.

Stewart's Geography, Italy.

Lennie's Grammar, Parts I., II., III.

of the two schools, I conducted the examination of the same class as at Howrah; *viz.*, the second.

“ I regret that I am unable to speak very favourably of this class. Their style of reading is by no means good: and their explanation of words and the

Hind's Arithmetic, Vulgar Fractions.
Bengali Gyan Prodeep, pp. 37.
Bengali Grammar, pp. 17.

their knowledge was merely by *rote*.

Names of those recommended for prizes.

IN BENGALI.

- | | |
|---------------------------|---------------------------|
| 1 Dwarkanauth Chatterjea. | 3 Nilmony Bannerjea. |
| 2 Rass Behary Bannerjea. | 4 Tarrinychurn Mookerjea. |

No. of boys in the second class 29.
Present at the examination 28.
Average age 14.

the words of the questions contained in the catechisms.

"In Bengali, this class passed a good examination, failing, however, in spelling. Only thirty-six pages of their class book (the Gyan Prodeep) were read during the twelve months. With the exception of the last subject, this class was in a far less satisfactory state than the corresponding class at Howrah.

"How far this may result from the qualifications of the second master (appointed last July) I am unable to determine. As the Council of Education have directed that the newly-promoted masters of the Ooterparah

Second class, average age 14.

Names of those recommended for prizes or certificate of honour.

- | | |
|--------------------------|----------------------------|
| 1 Dwarkanauth Ghose. | 5 Russiccoomar Chatterjea. |
| 2 Nilmony Bannerjea. | 6 Monohur Dutt. |
| 3 Moodoosudon Sing. | 7 Tarrinychurn Mookerjea. |
| 4 Camikhonath Bannerjea. | 8 Rass Behary Bannerjea. |

school shall appear before the examining committee in January next, it is unnecessary for me to make any further allusion to the subject of my letter of the 26th August last.

"The average age of the second class and the names of those students who distinguished themselves appear in the margin.

"The third class were examined by Messrs. Roër and Alexander in the subjects noted in the margin. Those gentlemen report as follows: 'Their progress in reading, parsing and arithmetic is satisfactory. In geography their attainments are very indifferent.' So indifferent that Dr. Roër assigned no marks

Reader, No. IV., the second Chapter.

Poetry, No. I., to 12th lesson of second Chapter.

Chambers' Geography.

Lennie's Grammar, to 8th Rule of Syntax.

Arithmetic, Simple Proportions.

Bengali, History of Bengal, pp. 26.

to any of the students in this subject. Dr. Roër and Babu Joykissen Mookerjea report favorably of their proficiency in Bengali and contrast the state of the school in this respect with the Howrah School, attributing the difference to the absence of a pundit

Names of those students of the third class recommended for prizes.

- | | |
|-------------------------|---------------------|
| 1 Khetter Chunder Bose. | 3 Bolanath Ghose. |
| 2 Kedder Nath Sing. | 4 Dwarkanath Ghose. |
| 5 Khetter Chunder Deb. | |

IN BENGALI.

- | | |
|-------------------------|---------------------------|
| 1 Bolanath Ghose. | 3 Khetter Chunder Bose. |
| 2 Nundo Lall Mookerjea. | 4 Kanti Chunder Bhadoory. |
- No. of boys in third class 40.

in the latter Institution. The names of those who distinguished themselves and the average age of the class appear in the margin.

“The fourth class were examined by Dr. Macrae, who reports as follows (the subjects are noted in the margin): ‘The boys of this class, as a body, acquitted themselves remarkably well, particularly in reading, grammar, &c. In geography I found them wanting, and what they did

Fourth Class.

Reader, No. II., pp. 64.
Woollaston’s Grammar, pp. 23, Adverbs.
Chambers’ Geography, Africa.
Chamier’s Arithmetic, Compound Division.

Bengali, Nithi Kotha, Third Part.
know was merely by rote: the master explained this by saying they had been engaged in this study but a short time; in fact they only professed to know 3 or 4 pages of the Rudiments.’

No. of boys in the class 48.
Present at the examination 45.
Average age of the class 11·5
1 Omanto Lall Bannerjea. | 3 Jodoo Nath Sen.
2 Jodoo Gopaul Chatterjea. | 4 Prankisto Mitter.

IN BENGALI.

1 Omanto Lall Bannerjea. | 3 Dwarkanath Mitter.
2 Jodoo Gopaul Chatterjea. | 4 Prankisto Mitter.
5 Rakkhal Doss Bannerjea.

tion; and the average age of the class appear in the margin.

“The fifth class were examined in the subjects noted in the margin by the Rev. G. Weidman. He reports that the class appeared to him on the whole, in an efficient state. The knowledge of the boys was accurate as far as it went and was as much as could be expected from boys so young and who had lately joined the school.

Fifth Class First Division.

Reader, No. I., first Chapter.
Murray’s Spelling, pp. 46.
Arithmetic, Simple Division.
Bengali, Nithi Kotha, first Part, 28 Fables.

Second Division.

Murray’s Spelling, pp. 34.
Arithmetic, Multiplication.

Third Division.

Murray’s Spelling, pp. 16.

“The names of the boys who are recommended for prizes and the average age of the class, will be found in the margin.
No. of boys in the class 49.
Present 46.
Average age 10. $\frac{1}{2}$

First Division.

1 Jadoo Nauth Lahoori. | 3 Bany Chunder Deb.
2 Bany Madub Mookerjea. | 4 Oby Chunder Chatterjea.

Second Division.

Jogul Chunder Chatterjea.

Third Division.

Kali Chund Chatterjea.

IN BENGALI.

First Division.

Jodoo Nath Lahoori.

Second Division.

Jogat Chunder Chatterjea.

of the lower story which may require future attention.

“The state of the Library does not call for any particular remark. Only a few volumes have been added to it during the course of the year.

“With regard to the state of the school buildings a crack has been observed in the wall

“In conclusion, I have only to remark that, although it has been necessary to make some rather unfavourable remarks regarding the upper classes of the school, the committee continue to have every confidence in the zeal of the head master, Mr. Hand. If we have spoken thus plainly of this school, our unqualified praise of the other school under our charge will be received with all the more confidence.”

Tenasserim Provinces.

UNDER THE SUPERINTENDENCE OF THE COMMISSIONER.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
G. H. Hough, -	<i>Head Master, - - - -</i>	300	February 1837.
D. D'Castro, -	<i>Assistant English Teacher,</i>	50	{ Acting from 25th July 1850.
B. Lachapelle, -	<i>Third Assistant Teacher, -</i>	15	
			3rd March 1850.

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.				Nature of Charges.	ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Establishment and Expenses as fixed by Government, dated 16th Dec. 1840.		Items.	Total.
6000	600	6600	6600	Head Master, - - - -	3600 0 0	
				English Assistant, - - -	600 0 0	
				Vernacular Assistant, - -	180 0 0	
				Establishment of Servants,	240 0 0	
				Contingencies, - - - -	202 8 0	
				Stationery, - - - -	52 7 0	
				Total, -	.....	4874 15 0

NOTE.—The charge for contingencies includes a Burmese writer employed by Mr. Hough in writing the MS. of his Anglo-Burmese Dictionary for the Press.

The following report of the Moulmein School is drawn up by the Head Master of the Institution. Up to the date of these reports going to press, no statements had been received from the Mergui School :

“ I beg to state that during the year ending September 30th, to which period the forms are filled up, the general or average attendance of the pupils has been rather more than formerly. The average number, on the rolls, has been one hundred and twenty, and the average monthly attendance eighty.

“The fluctuation of pupils entering and leaving school has been unusually large, for which I am unable to assign any other reason than the extremely volatile disposition of the children, the weakness of parental authority, and the excessive indulgence with which they are treated at home. Parents bring their children to the school, are willing to pay for their books, but it depends on the will and disposition of the children, whether to remain or not. I have found that these fluctuations take place to the greatest extent among the scholars below the third or fourth classes.

“The subjects to which the attention of the first class has been directed during the year are reading, arithmetic, grammar, geography, map-drawing, practical geometry, plane and oblique trigonometry, with the use of Logarithms, frequent written exercises in translating from English and *vivâ voce* explanations of their English readings in the Vernacular. Most if not all the scholars of the first class will leave school at the end of the present or during the coming year, for the purpose of entering on some employment to gain a livelihood, and their attention has been directed to such branches of learning as might be useful and applicable to their circumstances. Both in the Government and Missionary Schools, scholars at an early age, and with no considerable attainments in knowledge, have relinquished their studies and sought employment. This will doubtless yet be the case for some years to come, as there is no class of the native population above the necessity of laboring for a subsistence.

“The subjects of the second class have been the reading of Rudiments of Knowledge, of Chambers’ Course of Education, Geographical Primer, twice gone through, arithmetic, rule of proportion, and Murray’s Grammar abridged. This class had previously gone through Nos. I. and III. of the English Reader.

“The third and fourth classes are nearly on a par in respect to their ability, to read both the English and Burmese, and in the elementary rules of arithmetic. The English books in use by these classes have been the English Reader No. I., and Simple Lessons of Chambers’ Course.

“The school at the period at which the report is made up, was divided into five classes and the unclassified.

“My Anglo-Burmese Dictionary for the use of the schools in these Provinces and Arracan, has been printed and is now in the hands of the pupils. It consists of nine hundred and fifty-five duodecimo pages.”

The following is Mr. Assistant Professor W. Brennand’s report on the schools in the Tenasserim Provinces:

“Agreeably with the instructions which I received from the Council of Education, I proceeded, by the Steamer *Tenasserim*, to Akyab and Moulmein, to inspect the schools at those stations.

“The steamer arrived at Akyab on Sunday, the 14th July, I was therefore obliged to defer visiting the school till my return. On the Thursday following, we reached Moulmein, and the next morning, I visited the school at that place, and examined the classes in the subjects of instruction, which had been prescribed by former Commissioners, under whose direction it had been managed.

“There being a constant demand for young educated Burmese in the mercantile and other offices of Moulmein, and the attainments required

in these offices being of a low order, when the scholars have obtained a smattering of English, and are able to perform the more useful operations in arithmetic, and to write a fair hand, they seek for and easily obtain employment. On this account, and probably more from the volatile disposition of the Burmese, there have been great fluctuations in the numbers on the rolls, and consequently the school has scarcely ever been allowed a fair chance of showing what it is capable of doing.

“It seems to have been the object hitherto to carry out a course of practical instruction, such as would fit the scholars for the offices which they were ultimately to fill. Great attention therefore has been paid to writing and arithmetic. Mensuration, with the use of logarithms and surveying has been much encouraged, and some of the assistants to the engineers, have received a training in this school.

“It is, I think, the desire of the Council of Education that a higher object than this should be kept in view; that a course of study should be pursued, which, while it is adapted for the condition of the greater numbers, will be also in accordance with a system which will fit them for competing for junior scholarships, at the general examinations, and that when any are found qualified, they should be sent to one of the colleges, where they would have the opportunity of contending for the same distinctions, as those that are now obtained by students of the colleges.

“It is believed that the repugnance of the Burmese to leave their country, would not be surmounted by any inducement that would be offered for their advancement, in the event of a successful termination of their studies. But as in Bengal there exists a feeling equally strong, which has in some degrees given way to example, so also in the Tenasserim Provinces, when there have been instances of success, this repugnance will give way to a more enterprising spirit.

“The extent to which fees may be introduced, does not seem certain; that there are many parents, who are able to contribute to the funds for the education of their children, there seems to be no doubt. From the system which exists in the Kioungs, where the Burmese children are usually sent for their education, and where they are supported from the offerings made to the priests, it was formerly supposed, that it would be necessary to imitate the Pungies in giving support to the scholars, and to some extent the Missionary Schools are conducted upon this principle even now, and scholars from a distance were formerly supported by the Government School fund. But that there is no need for such support has been fully proved in the Government School where this support has not been latterly given, and there is every reason to suppose, that by beginning with a low rate of schooling fees, the system might be introduced and extended when found expedient. I was much pleased, on entering the school, with the general order and discipline, which seemed to be maintained, and with the neat and cleanly appearance of the scholars, of which I had been previously led to form an unfavorable opinion.

“The first class consists of ten boys, of ages varying from thirteen to eighteen years, the average being about sixteen. Five of these are Christians, and of the others, two are Burmese, one Malay, one Armenian and one Chinese. Their studies consist of grammar, reading, explanation, geography, arithmetic, mensuration and surveying; also translation English and Burmese.

"A few passages were selected from Poetical Reader No. 4. The pronunciation of some of the boys was bad, and the reading generally not fluent. In the explanations, the questions were answered with difficulty, arising, it was said, from the replies being usually given in Burmese, and partly from want of confidence. They are able to parse correctly, and to correct bad grammar. In geography, the majority were familiar with the subject, so far as regarded the names and positions of the principal rivers, cities, countries, &c., of the earth, the others had only just commenced the study. Questions in arithmetic, from the subjects of vulgar and decimal fractions, evolutions and interest, were answered by almost all the boys of this class. In mensuration, the area of a triangle was computed from its three given sides by five of the boys, but in obtaining the distance between two inaccessible objects, though they were generally able to project the figure, and to find the result by scale and compass, only one made a tolerable attempt at computation by logarithms

"The average daily attendance of the first class during the half-year, ending the 30th June 1850, was 7·76, the whole attendance being 1024, and the number of working days 135.

"Of the ten boys forming this class, six had entered the school during the past year.

"Euclid and algebra have not yet formed any part of the studies of the class, and only a small portion of Tytler's History has been read.

"The second class consists of eleven boys, their average age is 13·5 years, varying from twelve to seventeen. Of these, six are Burmese, four are Christians, and one a Moohummudan.

"The subjects of the class are in grammar, the whole of etymology; in arithmetic, as far as the rule of three; geography, from Chambers' small book, the Geographical Primer, and in reading, Chambers' Rudiments of Knowledge. Many of the boys read fluently, and explain their lessons with ease; they seem to be well-grounded in the elementary rules of arithmetic, and are able to point out the places mentioned in the questions on the map of the world, in Chambers' small book.

"I think that a year and a half, or two years, would be sufficient to place them at the same footing, with the candidates, for junior scholarships, of the zillah schools.

"The first two classes are entirely under the care of Mr. Hough.

"The 3rd, 4th, 5th, 6th and 7th classes are taught by Mr. Lachapelle, assisted by a teacher of the Vernacular.

SUBJECTS.

Third Class.—Reading Simple Lessons.

" Spelling and Explanations.

" Elementary Arithmetic.

" Writing.

Fourth Class.—Reading Reader No. 1.

" Spelling,

" Writing.

Fifth Class.—Prose reading in Mavor's Spelling.

" Writing on Slates.

Sixth Class.—Reading in Mavor's Spelling.

" Writing on Slates.

Seventh Class.—Mavor's Lessons in Spelling.

“The following is a table showing the number of boys in the school, in each class of different denominations, the average age in each class, &c:

No. of class.	No. in class.	Burmese.	Christian.	Malay.	Moohummudan.	Armenian.	Malabar.	Chinese.	Ages varying from	Average age.	Whole attendance for six months.	Average daily attendance.	Remarks.
1	10	2	5	1	...	1	...	1	13 to 18	15·9	1022	7·6	} Shows a small daily attendance.
2	11	6	4	...	1	...	...	...	12 to 17	13·5	1049	7·7
3	8	3	4	...	1	...	...	...	9 to 18	12·6	588	4·3
4	10	4	1	1	4	...	...	...	9 to 16	12	998	7·4
5	11	7	...	...	1	...	1	2	9 to 17	12·9	1048	7·7
6	15	12	1	...	2	...	...	...	8 to 14	10·6	1357	10
7	39	21	...	...	3	1	...	14	7 to 15	11	2755	20·4
	104	55	15	2	12	2	1	17				65·1	

Note.—No allowance has been made for those who have left during the six months.

“The seventh class is formed of boys who have entered the school during the past year.

“There are six boys in the seventh class, whose ages are fourteen and fifteen years, reading lessons of one and two syllables, and in the other classes there are boys of ages varying from fifteen to eighteen years, who will do very little credit either to themselves or to the school.

“If we except the first two classes, the remaining five contain upwards of eighty boys, which are entrusted for their instruction to Mr. Lachapelle and the Vernacular teacher. It will be seen, that it is impossible for one teacher to do justice to this number of boys, distributed as they are through five classes; that their progress must be exceedingly slow, and that the disproportion between the attainments of the third class and those of the second, must be consequently great. For the efficiency of the instructive force, I would suggest that another assistant be appointed for this school.

“It is the opinion of the Commissioner, that the Mergui School is not in the flourishing condition it was formerly, partly arising from the sickness of the head master, and that it would be advisable to close it entirely, and transfer the head master as an assistant to the Moulmein School.

“The head master of the Mergui School was at Moulmein at the time of my visit. He had gone there for medical assistance: his illness was such, that his recovery was despaired of; Mr. Lachapelle was going to Mergui to officiate for him.

“The school-house is made entirely of wood, raised above the ground, upon posts driven into the earth; its original cost was about 1,400 rupees; it consists of one large room, with a wing, which holds all the classes; another room in which the lower classes are taught, would hold about sixty more.

“The school-house and furniture are in good condition.

“A house which belongs to the school made for the residence of the head master, was appropriated some time ago, and is now used as the office of the Master Attendant.

“The books in the library are generally in good condition. Some however require binding, from the effects of a moist atmosphere.”

Arracan Schools.

UNDER THE COMMISSIONER.

Akyab School.

UNDER THE SUPERINTENDENCE OF CAPTAIN TICKELL.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. Alfred Savigny,	<i>Head Master,</i> - - - - -	150	6th June 1847.
Jacob, - - - -	<i>Assistant Teacher,</i> - - - - -	30	27th Dec. 1849.
Maikhong, - - -	<i>Vernacular Teacher,</i> - - - - -	15	July 1846.
Three Servants,- -	.....	23	

The following interesting and satisfactory report has been
Commissioner's received from Captain A. P. Phayre,
Report. Commissioner of Ramree:

“Being present myself at Akyab at the period appointed for the
Akyab School. examination, I, with the assistance of Captain S. R.
Tickell, and Mr. A. Savigny, carefully examined every
boy in the school during the 4th and 5th October 1850.

“The Akyab Government School was established in its present form
on the 17th August 1846. A school had previously
Name and date of the establishment of the school. been in existence, but almost always in a weak, and
scarcely ever in a satisfactory state. The one great
cause of its eventual failure was, in my opinion, that
the head masters never knew any thing of the Vernacular language, and
took but little interest in their pupils.

“There is no Local Committee, the former one which existed having
Local Committee. been dissolved by order of Government. I see no
good reason why a new one should not be formed
from among the principal European and Native inhabitants of the place,
and beg to recommend that this plan be again adopted.

“I have before recommended an increase to the salary of the head
master and Vernacular teacher, and I trust that recommendation will
meet with a favorable reception from the Council.

“There are no paying scholars. The customs of the people who are
Budhists, and whose children generally receive a free education in the
monasteries of the country, give them an aversion to making payments
for education, so that I do not anticipate that any scholars will be found
willing to pay.

Local Receipts and Disbursements. “There are no receipts. The disbursements on
account of establishments amount to 2,616 rupees
per annum.

Schooling fees. “There have been no schooling fees realized dur-
ing the year.

“The studies of the various classes have been of the same nature as in Changes which the previous session, and no particular change has occurred. The late assistant teacher having died during the session. was succeeded by Jacob, who was formerly a student in this school, on the 27th December 1849.

“The present system of study in the English department appears to me every thing that can be desired. All that is Suggestions respecting the studies and other matters connected with the school. now necessary is to endeavour to induce the boys of the second class to continue their attendance in order that they may advance to higher branches of study. As regards the nature of the studies in the

Vernacular department, I have already stated my views in para. 9 of my letter No. 59, dated 7th March 1850, and as there is now happily a prospect of the necessary works being immediately completed, the new system of study in that department will, I trust, ere long be introduced.

Account of Donations for prizes. “The donations for prizes made at the close of the previous session were as follows:

Second Class.

Jacob, first prize for general knowledge, 16 rupees given by Captain Phayre.

Jacob, for attendance, 3 rupees given by Captain Phayre.

Jacob, a work on Ancient History presented by Captain Phayre.

Kyauthoon, a work on Modern History presented by Captain Phayre.

Thadoon, a copy of Æsop's Fables presented by Captain Phayre.

Shway-jine, a copy of Æsop's Fables presented by Captain Phayre.

Third Class.

Mrapahee, a prize of 10 rupees, for general proficiency, given by Captain Phayre.

Mrapahee, a prize of 6 rupees, for regular attendance, given by Captain Phayre.

Thoon-tha-oung, a book presented by Captain Phayre.

Chine-duoung, Boy's Own Book presented by Mr. Savigny.

Matthew James, Æsop's Fables presented by Mr. Savigny.

Fourth Class, Section A.

Hpataw, a prize of 5 rupees, for general proficiency, given by Captain Phayre.

Hpataw, a prize of 3 rupees, for regular attendance, by Captain Phayre.

Twineoung, a prize of 5 rupees, for general proficiency, by Captain Phayre.

Fourth Class, Section B.

Khyetpoon, a prize of 6 rupees, for general proficiency, given by Captain Phayre.

Mongtwine, a prize of 3 rupees, for attendance, given by Captain Phayre.

Fourth Class, Section C.

Shwaybah, a prize of 2 rupees, for general proficiency, given by Captain Phayre.

Shwayyoung, a prize of 2 rupees, for attendance, given by Captain Phayre.

VERNACULAR DEPARTMENT.

Rhapo, first class prize,	4 Rs.	} Presented by Captain Phayre.
Mathaoung, first class prize,	6 „	
Twinechine, second class prize,	8 „	
Na-to-rhee, third class prize,	6 „	
Shwaykhein, third class prize,	3 „	
Pineboo, fourth class prize,	3 „	
Kwyetnee, fifth class prize,	3 „	

RESULT OF THE EXAMINATION.

“ This is the head class of the school. The boys were examined by Capt.

Second Class, Six Boys.

<i>Literature,</i>	{ Poetical Reader No. 1, from p. 78 to the end.	S. R. Tickell, Principal Assistant at Akyab, very carefully. It cannot be said that the attainments of the boys are, for persons of their ages, (the average being seventeen years,) of a very high order; they evinced, however, generally an accurate acquaintance with what they had been taught. The head boy named Thadoou, aged twenty years, is recommended for a prize of 13 Rs. for general proficiency, and Mraporkee for good attendance 6 Rs.
	{ Prose Reader No. 4, from p. 44 to p. 87.	
	{ Azimghur Reader, from p. 47 to p. 83.	
	{ Lennie's Grammar, from p. 58 to 63 and 79 to 108.	
<i>Geography,</i>	{ Chambers', from p. 50 to the end, as also general questions on the four quarters.	
	{ Stilson's 2 lads from p. 138 to p. 170.	
<i>Arithmetic,</i>	{ „ 3 lads from p. 48 to p. 79.	
	{ „ 1 lad—Simple Rules and Compound Addition and Subtraction.	
<i>History,</i>	{ Pinnock's Catechism of Rome, 29 Chapters.	
<i>Vernacular,</i>	{ Translating passages from Burmese to English.	

ly an accurate acquaintance with what they had been taught. The head boy named Thadoou, aged twenty years, is recommended for a prize of 13 Rs. for general proficiency, and Mraporkee for good attendance 6 Rs.

“ I conducted the examination of this class. Their progress, on the whole, was satisfactory, with the exception of arithmetic, in which only two boys (one of them a Hindu, aged eighteen

Third Class, Twelve Boys.

<i>Literature,</i>	{ Prose Reader No. 2, from p. 40 to p. 169.	years) could work accurately sums in the Compound Rules. The average age of the boys of this class is fourteen years. I beg to recommend Twineoung, aged eleven years, as the boy most advanced in this class, a prize of rupees 11, and to Denonath, for regular attendance, a prize of 5 rupees.
	{ Wollaston's Grammar, the whole.	
<i>Geography,</i>	{ Clift's, 28 pp.—Asia and Europe.	
<i>Arithmetic,</i>	{ Stilson's Compound Rules and Reduction.	
<i>Vernacular,</i>	{ No. III., Anglo-Burmese Teacher.	

years) could work accurately sums in the Compound Rules. The average age of the boys of this class is fourteen years. I beg to recommend Twineoung, aged eleven years, as the boy most advanced in this class, a prize of rupees 11, and to Denonath, for regular attendance, a prize of 5 rupees.

“ This section, consisting of boys of the average age of fourteen years, exhibited tolerably good progress in English reading. In arithmetic their progress was not so satisfactory. Oung-

Fourth Class, Section A. Fourteen Boys.

<i>Literature,</i>	{ Prose Reader No. 1, from p. 35 to p. 118.	golah is recommended for a prize of 8 rupees for general proficiency, and Rwinejah a prize of 4 rupees for regular attendance.
	{ Spelling, the words in the above.	
<i>Arithmetic,</i>	{ The first 3 Compound Rules and Reduction.	
<i>Vernacular,</i>	{ Child's Book on the Soul, Rajanatee and Thoodama Isarie.	

"In this section also the boys were, for the most part, found backward in arithmetic. In

Fourth Class, Sec. B., Thirteen Boys.

Literature, Spelling Book No. 1, the whole.
Arithmetic, Simple Rules.
Vernacular, Lokanete, Rajanetee and Thoodama Isarie.

reading English their performance was satisfactory. Shwebwa, aged

twelve years, and Noungpawrhee, aged thirteen years, having gained an equal number of marks, are recommended, each, a prize of 3 rupees for general proficiency, and Shwayoung a prize of 3 rupees for regular attendance. The average age of the boys of this class is thirteen and three quarter years.

"The progress of this section was generally satisfactory, and in arithmetic particular-

Fourth Class, Sec. C., Eleven Boys.

Literature, { Spelling Book No. 1, various parts—some 33,
 { others 20, 12 and 7 pp.
Arithmetic, Simple Rules.
Vernacular, { Thenbongyee, Child's Book on the Soul and
 { Lokanete.

ly so. The average age of the boys is not quite ten years. A prize is recommended of 4 rupees to

Chine-tha-oung, aged ten years, for general proficiency, and to Charles Anderson, aged eight years, for regular attendance, 2 rupees.

"In the Vernacular department the boys were examined by me assisted

First Class, Sec. A., Five Boys.

Literature, { Thoodama Isarie, Tamee Janekha and
 { Thoowenna.
Arithmetic, Compound Rules.

by Mounk-kula, a learned native of Akyab, and another Arakanese gentleman.

These boys generally read and explained in a satisfactory manner the books they had been studying. In arithmetic also they were proficient. Their average age is thirteen and half years.

"In reading this class was tolerably forward. In arithmetic they failed

First Class, Sec. B., Four Boys.

Literature, Thoodama Isarie, Tamee and Janekha.
Arithmetic, Compound Addition and Subtraction.

altogether. Their average age is thirteen and three quarter years.

"In reading the progress of these boys was satisfactory. In arithmetic

Second Class, Nine Boys.

Literature, Lokanete and Thoodama Isarie.
Arithmetic, Simple Rules.

not satisfactory. Their average age is twelve and half years.

Third Class, Eight Boys.

Literature, Thetnhwine and Lokanete.
Arithmetic, Simple Rules.

"The progress of this class is tolerably good. Their average age is twelve years.

"The progress of this class is generally satisfactory. The average age of the boys is eleven and half years. The detailed tabular state-

Fourth Class, Sec. A., Eight Boys.

Literature, Pa-yet-kyee and Thetpoon.
Arithmetic, Simple Rules.

ment of the examination of the boys of both departments will be found in the appendix.

Sec. B., Ten Boys.

Literature, Pa-yet-kyee.
Arithmetic, Addition.

"The books in the library are in a good state.

"The school buildings are of rather rude construction, but a plank flooring and glass windows having already been sanctioned for them, this defect will, I trust, soon be remedied.

"I beg to annex, in original, the report of the head master for the past session. There is nothing in it which appears to me to call for remark.

"Though I have recommended money prizes to be given, I beg to state that I do not by any means approve of this mode of rewarding merit, but have recommended it simply because I find it so difficult at an out station like this to procure suitable books to give to the boys.

"The school has now completed its fourth year, but hitherto the head master's report has been drawn out from no guide; but having received during the past year the reports on Public Instruction for the periods prior to 1845, he perceives from that of the year 1842-43, by Circular No. 35 of the 28th of September 1842, there are certain topics of which his report should treat, and he intends in future to be guided thereby."

Head Master's Report for 1849-50.

The attendance of the scholars during the past year has differed very little from those of the two previous years, as will be seen from the accompanying statements which exhibit the number to be eighty-two out of one hundred, the strength of the school. During the two former years the attendance was eighty-one for each session, so that although the number has increased by one only, it is far better than any decrease, and thus it is evident that the interest taken by the scholars themselves as well as that of the parents and the native community is the cause of this, though gradually, increasing attendance.

"I cannot say much in favor of the scholars on this head. The natives of Arracan are well known to be most careless in their way of living and in their persons, and I have frequently had occasion to observe the very dirty appearance of the pupils. Those who are daily instructed by me, however, are a striking contrast to such as are under the tuition of the native assistants. There are a few who are in very poor circumstances and plead poverty as the cause of their disreputable appearance, but an hour's confinement after school hours I have generally found to produce a good effect. The conduct of the boys, on the whole, has been good, though of course it cannot be expected that there should be no naughty boys out of such a number. On looking back, I do not think I could fix on any boy that is on the rolls at present and point him out as an idle boy. There have been some who have shewn that they are fonder of play than study, but these have been struck off for irregular attendance. I have endeavoured to be as little severe as possible on this account, but such as I found who would not listen to my advice, I prohibited attending, but not without telling them at the time that they can never expect at any future time to study here again should they once leave the institution; and by adhering to this, a salutary effect has been produced for they have not only heard me say this to them, but they have likewise seen me act accordingly twice during the past year. The greatest difficulty I have had during the year has been in correcting the lads in their language to one another, which has caused several petty quarrels among them. This went on to such an extent that I was

On the regularity of attendance, the causes of it or of the contrary.

The cleanliness of the boys and their general conduct.

obliged to make an example of the young delinquents, by disgracing them in the presence of the whole school and chastising them with a cane, after which I threatened every boy with immediate expulsion, without any investigation, if I heard of any kind of abuse again. I am glad to add that nothing of the kind has been repeated, and that I have every reason to hope it will not be. I do not consider that rule 49 has been infringed in this case, as I have always been very particular that no boy should be punished corporally for stupidity, as a boy, in my opinion, can always be urged on to study by other means than hurting his body.

‘As regards the latter part of this heading, the pamphlet alluded to

The system of instruction pursued in the several classes, whether the interrogative or what? How far the pamphlet sent to your Institution entitled “suggestions to masters” has been attended to.

has not been attended to, as to do so would require a teacher for each class, while I have the instruction of three classes, my assistant, in the English department, has two and the Vernacular teacher has four. We always endeavour, as much as possible, to instruct on the interrogative system. The book of sugges-

tions is of no use to teachers who possess the valuable scheme of studies drawn out by the late inspector and the Council of Education, through each of the books mentioned in which a lad has but to be carefully taken on to turn out a good English scholar.

‘It has always been my endeavour to adhere to the regulations pub-

How far the rules generally have been strictly adhered to? And when deviations have occurred the nature of those deviations, and the reasons and authority for them.

lished by the late General Committee of Public Instruction in 1841, which was placed in my hands, a twelve month after my arrival, by the head master of the school at Ramree, where it had been for some years. I beg now to point out in detail the deviations

which have occurred, and shall feel grateful to be informed where I have acted wrong that I may know how far they should be adhered to.

‘Nos. 25 and 28 were rescinded by the orders of the Government before I entered the education service.

‘No. 30 is not attended to, owing to my time being fully occupied with the three classes under my immediate instruction, as I represented in my report of the 30th of April last.

‘No. 34 is not, there being no Local Committee, but scholars are admitted on the first of each month as vacancies occur.

‘Nos. 37 and 38 are impossible to attend to in a place like Arracan where there is no other Institution than the Government Schools, but I never forget to advise parents to bring their children at as an early age as practicable.

‘No. 39 has been attended to since I received the pamphlet. No. 40 has not, the Arracanese being too poor to pay for their tuition, but I dare say in another year or two this rule will be able to be safely enforced.

‘There have been during the year twenty-eight admissions, twelve in

The knowledge possessed by the boys, entered in the year, of English and Vernacular respectively, and the ages of those admitted during the year. The effect of this upon the pronunciation and conduct generally. And local circumstance that may make early admission difficult or easy.

the English, and sixteen in the Vernacular department. The ages of those admitted to the English department vary from seven to fourteen, and of those to the Vernacular nine to thirteen. The knowledge possessed by most of those admitted into the English department, is various parts of the first spelling book. Three were placed in the senior class of the school whose studies are

the same as those of the second class of the junior department of all Government Schools. The earlier boys enter the school the better is their pronounciation, and the sooner do they become habituated to the rules. I know not of any local circumstance that makes early admission difficult.

‘The only manner in which I can judge of the estimation in which the

The estimation in which the native community regard the Institution—the supposed reasons.

native community regard the Institution is by the number on the rolls and the regularity of attendance, which being very fair, and almost the same during the last three years, or, I should say, from the time the number attained the full limit in June 1848. I can have but one opinion that the natives esteem and regard it.

‘During the past year I have been unable to attend to the classes

The conduct and qualifications of those concerned in imparting instruction under the head master, and the estimation in which they are held by the Native community.

instructed by my assistants, my time being fully occupied, as was represented in the fifth paragraph of my letter No. 15 of the 6th of May last, with the three separate classes under my immediate charge, and I would here beg a reference to Mr. Assistant Professor Brennand’s report on this Institution, dated the 9th of August last, in which he treats on the attainments of the assistant in the English department in the following words: ‘who appears to have been taken from the first class and appointed to his present situation in December last. He can therefore be but little in advance of the classes he must teach, and his experience in teaching must necessarily be small.’ In regard to the teacher of the Vernacular classes, he mentions the conduct and qualifications of this man likewise. The principal obstacle however to our obtaining an efficient teacher is the small salary which makes the post be looked down on by the natives; there is, however, every hope of this obstacle being removed during the ensuing session, at the end of which, I trust, I shall be enabled to report more favorably.

‘It is impossible in a place like Arracan to learn the conduct in after-

The success, year by year, of those in after-life (as far as can be ascertained) who have left the school and entered into public or private employ.

life of those who have left school. I know of two only having entered into public employ. One appointed by Mr. J. H. Crawford, late Officiating Commissioner, as an English writer in his office, who, I am led to believe, continues to give satisfaction. The other is the assistant in the English department of the school who is a very willing young man, although he does not possess much knowledge of English, and his experience in teaching is not great.

‘I can say nothing further on this subject than has been already

Such other occurrences or suggestions connected with the cause of native education as may tend to affect or illustrate the state and progress of the Government Educational Institutions in this district.

written in my reports of the two last years, as also in the above paragraphs. I would, however, suggest that the different propositions, offered by Mr. Assistant Professor Brennand in his report on this Institution, be taken into consideration, for as the school advances each year, the difficulty becomes greater in conducting the duties with satisfaction on the present establishment.’

Mr. Assistant Professor Brennand, who visited this school, reported as follows :

"The Steamer returned to Akyab on Saturday, the 27th July, and remained only three hours and a half, allowing me barely time to give a glance at the school.

"It consists of two departments, English and Vernacular. In the English department there are fifty-seven boys, and in the Vernacular forty-three. These, with the exception of two Chinese and three Hindus, are all Mughs. About ninety boys were present; in order, cleanliness and neatness of appearance, exhibiting a striking contrast with what arises from the usual habits of the Arracanese.

"The second class, the first not having yet been formed, consisting of five boys, of whom four were present, was examined by me in reading, grammar and arithmetic. A lesson was selected from Prose Reader No. 4: the pronunciation of the older boys was bad, but the explanations they gave of what they read, were generally correct. A few easy sentences were parsed correctly. In arithmetic a few questions were proposed, from the most important rules of fractions and proportion: the answers to which were given by all, and to questions in interest, &c., by the older boys. They had read Chambers' little book on geography, so far as to be able to point out places on the maps of the four quarters of the globe. I think that in a year and a half, about three boys of this class might be prepared in the subjects of the junior scholarship course; the others are too old, the age of one being twenty years, and the other twenty-two.

"There are twelve boys in the third class, of ages from twelve to seventeen years. Each boy read a sentence from Prose Reader No. 2. The reading of the class was generally good; but it is worthy of remark that the younger boys invariably read better than the older, showing how difficult it is to eradicate a bad pronunciation when once acquired, and how necessary that the master of the junior classes should himself be a good reader. In explaining the more difficult words of the lesson it was observed, that the meanings of words were frequently inapplicable, from the wrong meaning having been selected.

"In arithmetic examples in the compound rules and reduction were solved by the majority of the boys.

"The boys of sections A. and B. of the fourth class, read a few sentences from Prose Reader, No. 1, and Spelling Book, No. 1. They have not yet been accustomed to explain in English.

"The following is a table of the classes, with the number of the boys, and their relative ages:

No. of class.	No. in class.	Varying from	Average age.
2	5	13 to 22	17
3	12	12 to 18	14.4
4 A.	16	14 to 17	14.3
4 B.	14	8 to 15	10.7
4 C.	10	8 to 13	9.4
	57		

“The average attendance for the past eight months is as follows :

	November.	December.	January.	February.	March.	April.	May.	June.
No. of pupils,	58	61	65	60	60	58	58	57
Average attendance,	49	45	46	50	43	45	46	43

“The entire instruction of the first two classes and section B. of the next, with the arithmetic of the first two classes of the Vernacular department, keep the head master actively engaged from 10 A. M. to 4 and 5 P. M. Since he first took charge of the school, its numbers, he says, have increased twofold; and there is still only one English assistant. He requests that an additional teacher may be appointed of greater attainments than the one he now has, who appears to have been taken from the first class, and appointed to his present situation in December last. He can therefore be but little in advance of the classes he must teach, and his experience in teaching must necessarily be small.

“The boys of the Vernacular department do not make the progress that is desirable, from the inefficiency of the Vernacular teacher. Endeavours have been made to secure the services of a more talented assistant, but hitherto without success, owing to the smallness of the salary allowed. If this could be increased to about 25 rupees per month, a better teacher could then be found, who would accept of the situation. Indeed the number of boys in the Vernacular department would justify a further increase than this.

“The natives of Akyab are generally very poor, and it is thought that to introduce the system of fees would prove the ruin of the school.

“The state of the school room has been already reported on and sanction has been obtained for various improvements, which have not yet been commenced, owing to the sickness of the workmen.”

Ramree School.

TWELFTH YEAR.

UNDER THE SUPERINTENDENCE OF CAPTAIN T. P. SPARKS.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. J. F. DaCosta, -	Head Master, - - - - -	150	21st July 1847.
Chera Mounghah, -	First Vernacular Teacher, - -	15	25th July 1842.
Chera Thatweng, -	Second Vernacular Teacher, -	15	25th July 1842.
Chera Shweoweng, -	English Monitor, - - - - -	10	9th June 1849.
Three Servants, -	.....	18	

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.					Nature of Charges.	ACTUAL CHARGES FOR 1849-50.		
Separate Funds.	Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant.	Establishment and Expenses as fixed by Government.		Items.	Total.	
„	6000	6000	1512	2950	Head Master, - - - - -	1800	0	0
					Vernacular Teachers, -	360	0	0
					Monitor, - - - - -	120	0	0
					Establishment,- - - - -	216	0	0
					Contingencies,- - - - -	63	12	0
					Stationery,- - - - -	54	4	0
					Books, - - - - -	240	0	0
					Prizes, - - - - -	96	0	0
					Total, -	.....		2950

There are one hundred and eight pupils on the rolls, of whom three are Christians, fifty-eight Moohummudans, forty-six Mughs and one Chinese, with a daily average attendance of 96.49. There are no scholarshipholders, or free scholars

and no pay students. Of the one hundred and eight pupils, fifty study English, while the whole number devote their attention to the Burmese.

There are two departments, one English and the other Vernacular. The former is composed of three classes, the first being in abeyance, the second, third and fourth contain respectively four, five and forty-one boys with the average ages of fourteen and half, twelve and half and eight and half years.

The examination of this department was conducted by Captain Sparks whose report is, on the whole, satisfactory. In none of the classes that were present before him, did he observe much progress in their studies; but they seemed to have been well grounded in what they professed to have learned, which was certainly an improvement upon the appearance they made at the last examination. The subject in which they were most deficient was Arithmetic. The under-mentioned students have been recommended for prizes:

W. Savage and Hathin in the second class; Mounngglay and Toonyea in the third class; Sheoyweng and Shenphroo in the fourth class. Captain Sparks proposes to bestow a prize from his own purse on Shooayweng of the second class.

That gentleman winds up his remarks on the examination in the following manner:

“I am glad to be able to report that the hope I expressed at the close of the last session has not been disappointed. Although the boys have not advanced very much further than they were at the last examination (which however was only seven months ago) what they had learnt then was nearly all acquired by rote, whereas now they certainly understand what they have gone through. It is unnecessary to observe how important an improvement this is and how much more satisfactory than a greater apparent advance on the former plan. I consider that the result of this examination proves that Mr. DaCosta had paid very praiseworthy attention to his duties during the past session.”

The Vernacular School, consisting of those who study the Burmese exclusively, is composed of four classes, of which the first contains seven boys and the rest from the second to the fourth, respectively, sixteen, seventeen and eighteen boys. The average age of the first class is fifteen and half years, of the other classes respectively thirteen, eleven and eight years.

The examination was conducted by Kadi Myothoogy and Kheeing Sheristadar. The remarks made by Captain Sparks on the examination of the English department apply to this likewise, viz., that no progress has been made in the quantity pro-

fessed to have been learned, but that what has been learned has been thoroughly understood. The first class has acquired considerable proficiency in Land Measuring conducted on Geometrical principles. The prize students are Natho and Thookroung, first class ; Thawphew and Khitphawoo, second class ; Thaloo and Newlon, third class ; Shooay Phoo and Shooay Chan, fourth class.

Small donations as prizes have been made to the school.

Assam Schools.

The Commissioner of Assam, in transmitting the reports of these schools requests the special attention of the Council to the fact that while the cost of educating each pupil in the schools within the Kamroop district amounts on an average to 1 rupee 4 annas per annum as exhibited in the Inspector's statement, the yearly expenditure for the education of pupils in the Vernacular Schools of Bengal comes up to 7 rupees, 6 annas and 8 pie per head.

In the last general report on education, it was stated that Mr. Robinson had made an unsatisfactory report on the result of the operations of the Vernacular School. Major Jenkins hopes that this statement may be made with some qualifications. The result of the working of these Institutions had indeed been unsatisfactory, but it was as much as could have been desired in the circumstances in which the education department of the province has been placed, with an altogether inadequate revenue, a limited establishment for the inspection of the schools in the various districts, and an extremely low and ungraduated scale of allowances to the masters and teachers. In addition to these disadvantages, under which the system of Vernacular instruction in Assam has been unable to yield its fullest benefits to the inhabitants of the province, there is a want of class books, especially of books for the masters and upper classes.

The entire duty of inspecting the schools falls on Mr. Robinson, who is scarcely able to visit each school more than twice a year and to many his visits are once after two years. The collectors of the province have enough of their own official duties to be able to devote much of their time to examining and reporting upon the state of the schools in their districts.

Gowhatti School.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Juggotchunder Mookerjee, -	<i>English Master,</i>	80	27th November 1843.
Gopinath Neyaluncar, . - -	<i>Senior Pundit, -</i>	30	1st February 1838.
Bussoodhur Sermah. - - -	<i>Junior Pundit, -</i>	20	7th June 1841.
Doyalchunder Mookerjee, -	<i>Third Pundit, -</i>	8	26th August 1847.
Four servants, - - - - -	.....	15	
Total, Co.'s Rs.,	.....	153	

A special report of this school having been forwarded this year, it is published as indicative of the effects of the Verna-

cular instruction imparted in the Institutions of the Kamroop district. The following statement has been drawn up by the English teacher at Gowhatti, Juggotchunder Mookerjee:

“The number of scholars on the rolls of this Institution is three hundred and two, divided into three departments, the English, the Bengali, and the Oordoo, with a daily average attendance of two hundred.

“The English department contains forty pupils, whose ages vary from eight to eighteen years. They are divided into five classes and are taught by myself; none of the boys has yet come forward to compete for junior scholarships. This may be in part accounted for by the general apathy of the Assamese to have their sons instructed in the European sciences, the benefits of which they calculate to be as moderate as those of the Vernacular, and by the frequent withdrawals of the sons of Bengali amlahs who form most of the classes of this department. Yet the increased number of admissions of the Assamese lads during the year, betokens an improved state of feeling in the people generally and a desire for instruction in the English language, and furnishes good reason to hope for future success. The attendance and general progress, you will observe by the annexed returns, have improved during the session under report, and I would hope that every subsequent year will show a corresponding improvement.

“The number of boys attending the Bengali department of the Institution is one hundred and eighty-seven, with a daily average attendance of one hundred and thirty, their ages range from five to twenty-one divided into eight classes taught by three pundits—Goopenauth, Busso-dhur and Doyal Chunder, who have evinced zeal and attention in the discharge of their allotted duties. The general attendance and progress of the pupils have been satisfactory.

“The pecuniary encouragement held out to the students of the Normal class, has induced numbers to enlist themselves in this department, especially during the last session in which not less than one hundred newcomers were admitted. We have now no peculiar difficulty to contend with to ensure the propriety of Vernacular instruction in the district; the people seem to have appreciated its value, and only time is necessary to show its beneficial effects on the native mind.

“The annexed statement will serve to show you the increase and decrease of the students, their studies, and the time each has been in the school, &c.

“The Oordoo department which is maintained by local donations and which forms a part of the school, consists of seventy-five pupils who are all Moosulmans, with the exception of eight Hindus, divided into seven classes, with a daily average attendance of forty taught by Moonshee Kassimally. He has also conducted his duties with attention. The general attendance and progress have been satisfactory, and most of the students can read and write Persian and Oordoo very fairly.

“I beg to inform you that no schooling fees have been realized during the year, as you are aware, that the boys receive instruction gratis here.

“I beg to say that the promotion of the studies of the upper classes in both schools would be much aided by a few good maps in English and Bengali.

“The school-bungalow is kept in a state of good repair, and the few books that compose the library, are in their usual state.”

Mr. Inspector Robinson examined the English and Bengali departments, and expresses himself pretty well satisfied. From the number of marks obtained by each class in the various subjects of study, there seems to have been considerable progress.

Sibsaugur School.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Kalidas Bose, - - -	<i>English Teacher,</i> - - -	40	
Urbidhar Sarma, - -	<i>Pundit,</i> - - - - -	16	
Three Servants, - -	.....	12	

The following report of this school is drawn up by the English teacher Babu Kalidas Bose:

“The Sibsaugur School is divided into an English and Vernacular department; the latter under the management of pundit Urbidhar Sarma has already been reported on to you. It only remains for me to state that the English school numbers thirty pupils, who are all the sons of the native gentry, with the exception of five boys who belong to the lower classes of Hindus. Their ages vary from seven to twenty.

“Of the seven students who compose the first class, three have, during the period under report, obtained situations in the office of the principal assistant to the Commissioner, and one is serving his apprenticeship there. They nevertheless have Captain Brodie’s permission to attend the school in the mornings, and with the exception of Govindram and Indibar, have been very regular in their attendance.

“The necessary diversion of their attention from their studies consequent on their employment in the office, and the frequent instances in which they are obliged to hurry through their recitations in order to be in attendance at the proper time, may be supposed in some degree, to militate against their greater advancement, but generally speaking, the pupils of the first class have evinced a considerable eagerness in the prosecution of their studies, and I trust the result of the examination lately held by you has served to show that their exertions have not been wholly unsuccessful.

“Another impediment that acts upon the more rapid improvement of the boys, is the number of classes I have to attend to. The attainments of the boys vary so much that I could not, without detriment to most of them, alter the present arrangement, and yet this minute subdivision is an evil that I could wish to see removed.

“None of the scholars have yet advanced so far as to be able to offer themselves as candidates for a scholarship examination.

“The school bungalow continues in good repair.

“The library, consisting of 179 books, has, I am sorry to say, been injured during the past year. The books have been kept in a mangoe-wood trunk, which owing to damp is now in a state of decay and gives free ingress to rats and mice. For the future preservation of the books, I solicit the favor of being furnished with an almirah as early as convenient.”

With reference to the above Mr. Robinson states :

“I had an opportunity, in December last, of inspecting this school and several consecutive days were spent in a careful examination of the classes, and it affords me great pleasure to report that I was very much gratified with the result. Each class seemed to have enjoyed a very fair share of the Babu's attention, and the progress made, reflected the greatest credit on the teacher. I avail myself of this opportunity to bring him particularly to your* notice, feeling assured that an expression of your approbation will encourage him to persevere in his exertions.

“On the 26th of December last there was a public examination of the school when all the European residents of the station and a large number of the native gentlemen were present. The moonsiff, aided by the Sherishtadars of the Collector's and Magistrate's Courts, undertook the examination of the Bengali classes and expressed themselves gratified with the progress made by the boys in that department.

“The first English class underwent a close and searching examination, conducted by the Revd. Mr. Brown and Capt. Brodie. The latter gentleman, in distributing the prizes at the close of the examination, spoke in terms of encomium on what he had that day witnessed, and stated it to be the joint opinion of the examiners, that all the master professed to teach had been most zealously taught, and thoroughly understood by the pupils.

“The second class was examined by Dr. Long, and the other three classes by Mr. Thornton aided by Dr. Ward of Nazerah, and I am happy to state, that the ease and readiness with which the boys answered almost all the questions put them in the course of a rather long and wearisome trial, were highly satisfactory to these gentlemen.”

Vernacular Schools.

The following reports on the Vernacular Schools have been drawn up by Mr. Robinson :

“There are now twenty-five schools allotted to this division. The number of pupils connected with them on the 1st October 1849, was one thousand, one hundred and eighty, with an aggregate daily attendance of eight hundred and six. Since then there have been two hundred and nine-

**District of
Kamroop.**

* This was addressed to the Commissioner.

ty-six admissions and two hundred and two withdrawals, leaving the total number on the rolls one thousand, two hundred and seventy-four, with an average daily attendance during the year of one thousand, one hundred and sixteen. The cost of maintaining these schools, amounts to 1,944 rupees a year. Annual allowance for books, 150.

“Total 2,094 rupees, which apportioned among the pupils in daily attendance, gives an average of 1 rupee 14 annas, as the annual cost for the tuition of each pupil.

“This school is in a very prosperous state, and the degree of proficiency to which the pupils have attained, as reported in my letter, No. 89, of the 5th July last, is exceedingly gratifying. *Burpeta.* The teacher, Jugernath Shorma, I believe to be deserving of high commendation for the zeal and attention with which his duties have been conducted. Though he has a large school, and no less than five classes to instruct, he has, without the aid of any assistants, superintended their studies so efficiently as to raise the general standard of proficiency in this school to a higher grade than that hitherto attained by any of the Mofussil Schools in the district.

“The school-house is in a bad state of repair and somewhat too small for the accommodation of the boys, but I am happy to say that a pukka building is now in course of construction, the funds for the erection of which have been raised by voluntary subscriptions on the spot.

“This school on the 1st October 1849, numbered one hundred and eleven pupils, but owing to several withdrawals of the older scholars, and a request from me to discourage fresh admissions, the present number does not exceed one hundred and five, a number more than sufficient to tax all the energies of a single teacher. I am happy, however, to be able to report that owing to the assiduous attention of the master, Noropoti Bhagoboti, the progress of the pupils has been highly satisfactory. *Sorookhetri.*

“The school-house is not only too small for the accommodation of the boys, but stands very much in need of repairs.

“This school has been very much neglected for the last few months, owing to certain differences that have arisen between the Chowdry and the school master, and the necessity for the latter to be in attendance at Gowhatti for two or three months together, to answer the charges made against him in Court by the Chowdry. The teacher Dhoniram has since been dismissed and Krishno Chunder Dutt appointed in his stead. During the first six months of the year, the number of names on the rolls was fifty-four with an average daily attendance of forty-four. No returns have been received since. *Dhorumpur.*

“There has been no change at all in this school during the period under review. In the master's report, four students are said to be reading the “Gyanodoi Itihas” and the remaining twenty-seven are still at the Primer, not having advanced one step since the date of my last report. I have reason to suspect that the teacher, Kolponath Shorma, instructs all the Brahmin boys of the school in Sanskrit to the neglect of his more legitimate duties, while the Sudra boys are left to gain instruction as best they can. I fear also that the Chowdry of the Pergunnah has connived at these proceedings and shown no interest in carrying out the object of Government in the establishment of the school. *Pokoah.*

“The school-house is sadly in need of repairs.

“There have been five withdrawals and five admissions in this school during the past year, leaving the same number of pupils as *Bansjani.* given in my last report. The daily attendance, however, has improved, and the teacher, Ramnath, who is a steady, attentive man, seems to have conducted his duties satisfactorily.

“The school-house is in good repair, having been re-built a little more than a year ago.

“While the number on the rolls of this school has decreased during the year, the actual daily attendance has been more than *Khata.* doubled. Most of the boys, however, are young, and owing to the short time they have been in school, the general standard of proficiency is not high. The Darogah has once or twice reported on the master's inattention to his duties, and the severe reprimands conveyed to the latter in consequence of these reports, I would hope have had a beneficial effect on him.

“The school-house is very much out of repair, and being at best but an open shed, the teacher reports that the boys cannot sit under it during the wet weather.

“There has been a clear increase of nine boys to this school during the year, and the daily attendance has also improved. *Dhumdhuma.* The master is a steady man, but wanting in energy, and would perhaps exert himself much more if the Chowdry paid a little attention to the interests of the school. The boys are all making steady progress in their studies.

“The school-house is in a dilapidated state.

“The daily attendance at this school has increased during the year from seventeen to thirty-one, while there has been *Upor Bor-bhag.* a decrease of three on the rolls. I fear the teacher devotes too much of his time to the instruction of Brahmin boys in Sanskrit, and the progress of the classes has been very much retarded in consequence.

“No report has been received on the state of the school-building.

“This school appears to have remained stationary during the past year. No house has yet been erected for the school and *Borigoge.* the Chowdry takes but little interest in it. The population in the vicinity is very large, and the teacher is an attentive, intelligent man, and I see no good reason why the school should not have been the largest in the division, instead of being the smallest as it is at present.

“This school, which had fallen off very much previous to my last report, appears to be recovering itself again, and *Pooroobupar.* the returns show a daily attendance of seventy in comparison to thirty-nine of the previous year. The boys have gone on steadily with their studies and the teacher has given considerable satisfaction.

“The school-house needs its usual annual repair, and will doubtless be attended to by the Chowdry who has always interested himself in the prosperity of the school.

“There has been a small increase in this school also, both in the number borne on the rolls, and in the daily attendance. *Pati-durrung.* But the teacher seems very much dissatisfied with his situation, and has frequently applied for leave of absence to enable him to seek for other employment. Under these circum-

stances it cannot be expected that his pupils can have had a due share of his attention or that their progress has been any thing beyond mediocre.

"The building used as a school-house is the private property of the Chowdry and stands on his premises.

Mehal Be-jera. "This school has been steadily improving since its first establishment in the early part of 1848. The Buruwa in charge of the mehal has shown a praise-worthy interest in its success and the teacher has been very attentive to his duties. His allowances amount to only 4 rupees a month, the sum originally sanctioned for an assistant master in Pooroobpar, but as there was a great falling off in that school, this allowance was withdrawn and appropriated to the support of this school.

"The school-house is in good repair.

Boro Bongso. "There has been a clear increase of fifteen boys to this school during the past year, making the present number sixty-five; and the daily attendance has increased from forty to fifty-nine. The general state of the classes too has very much improved. The teacher has been attentive and the Chowdry has interested himself in the prosperity of the Institution.

"The school-house is in good repair, but somewhat too small for the comfortable accommodation of the boys.

Soroo Bongso. "The returns from this school show no change whatever during the period under review. The Collector had an opportunity of visiting it, sometime in July last, and recommended its removal to a more populous part of the Pergunnah, where the people have been very pressing in their applications for a school.

Rajan Duwar. "The allowance of 4 rupees a month originally sanctioned for the assistant master of the Madertollah school has been appropriated for the maintenance of the teacher at this place. The school numbers forty-six pupils with a daily attendance of forty.

Noon Mati. "On the 1st of January there were twenty-five names on the rolls of this school with an attendance of sixteen. The returns brought down to the end of September show forty-five as the number on the books, with a daily attendance of thirty-nine. The teacher has paid great attention to his duties, and as soon as a suitable school-house will have been built, (and this the Raja of Beltulla promises to have erected immediately) I hope the school will be still better attended.

Dumuria. "There has been a steady improvement in this school, both in the attendance of the boys, and the general proficiency of the classes. The teacher is an active and intelligent man, and has done much to excite an interest in the minds of the people on behalf of the school.

Futasil. "On the abandonment of the school at Madertollah in the early part of the year, the teacher, Thaneshwar Dass, was transferred to this place, where, with the assistance of the Shyan Phukan, he has succeeded in collecting nearly forty boys, chiefly from the families of the adjoining Hill Tribes, who have settled in the vicinity as cultivators of the soil. The Phukan reports very favorably on the progress made by the boys since the establishment of the school.

“There has been but one new name added to the rolls of this school during the period under review; but the daily attendance, I am happy to state, has increased from twenty-five to thirty-eight, and there has also been a manifest improvement in the state of the classes and the general proficiency of the boys. I have had frequent opportunities of visiting this school during the year.

“This school has had a clear increase of twenty boys within the year, making the total number fifty with an attendance of forty-six. The progress made by the boys has been satisfactory, and the master has been very attentive to his duties.

“A new school-house has lately been erected here for the accommodation of the boys.

“The admissions and withdrawals during the year have counterbalanced each other, so that the rolls show no increase of pupils above the number given in my last report. The average daily attendance amounts to sixty-five. The progress of the boys has been steady, and the teacher has conducted his duties with his usual attention.

“The school-house needs its usual annual repairs.

“Whilst there has been an increase of only four boys to this school, the daily attendance, I am glad to state, has increased from sixteen to thirty. This school is situated in a very unhealthy part of the district, and the teacher reports having suffered much himself from ill-health, so that he has not been able to pay that attention to his duties that he otherwise would have done. On the whole the progress of the boys has been pretty fair.

“The school-building is in good repair.

“In point of numbers and the attendance of the pupils this school has continued pretty much the same as it was at the date of my last report. The progress of the boys has been steady, and the teacher attentive.

“The school-house is in good repair.

“The number of pupils in this school has increased during the year from forty to forty-six, and there has been a corresponding increase in the daily attendance. The master is a steady, pains-taking man, and his pupils have made very fair progress under his tuition.

“The school-house needs repairs.

“This is a newly-established school and no returns have yet been received from the master. Owing to a great falling off in the attendance of the boys at the Maj-gawn school and the apathy of the people, the Collector recommended the removal of the establishment to Banska, on the Bhotan Frontier, where the people appeared to him most anxious to have their children instructed. They have built a commodious house for the use of the school, and the Chowdry, I have reason to believe, will also do all in his power to promote the interests of the school, I hope to visit it this cold season, when I trust to be able to report favorably on its future prospects.

“Statement of the schools in Zillah Kamroop for the year, ending 30th September 1850:

Schools in Zillah Kamroop.	Names of Teachers.	No. of Students.		Average age of Pupils.	Caste of Pupils.		
		Number borne on the Books.	Average daily attendance.		Mohummudans.	Hindus.	Other castes.
Pergh. Burpeta,.....	Jagernath Shorma,.....	86	80	12	2	84	0
Pergh. Sorookhetri, ..	Noropoti Bhagoboti, ...	105	98	12	6	99	0
Pergh. Dhorumpur, ...	Krishno Soondur Dutt,	54	44	12	0	54	0
Pergh. Pokoah,	Kolponath Shorma,.....	31	30	14	0	31	0
Pergh. Bansjani,	Ramnath Shorma,	41	38	11	0	45	6
Pergh. Khata,	Surjodutt Shorma,.....	88	67	10	0	88	0
Pergh. Dhumdhuma,...	Shek Rehimbux,.....	37	30	10	13	8	16
Pergh. Upor Bor-bhag,	Kishnodutt Shorma, ...	39	31	15	0	39	0
Pergh. Borigoge,	Chondrodutt Shorma,...	29	28	11	0	29	0
Pergh. Pooroobpur, ...	Krishnochurn Dass, ...	83	70	12	4	79	0
Pergh. Pati-durrung,...	Nornath Chowdry,.....	56	52	13	0	56	0
Mehal Bejera,	Brihodutt Roy,	57	50	14	0	57	0
Pergh. Boro Bongso,...	Motiram Dass,.....	65	59	14	4	61	0
Pergh. Soroo Bongso,	Norishwor Shorma,.....	30	26	13	0	30	0
Rajan Duwar,	Sadhiram Dass,	46	40	10	0	46	0
Noon Mutti,	Minot Ally,	45	39	13	0	45	0
Desh Dumuria,	Pualram Deka,	49	41	11	7	26	16
Duwar Futasil,	Thaneshwor Dass,	39	36	10	0	0	39
Pergh. Ramsa,	Shek Momnoor,	41	38	12	25	15	1
Desh Rani,	Rameshwar Buruwa, ...	50	46	11	1	43	6
Pergh. Choiani,	Bhogram Deka,	69	65	12	0	69	0
Duwar Luki,	Bongali Gogoi,	47	30	10	2	5	40
Pergh. Chumuria,	Thaneshwor Gosain, ...	41	37	11	4	37	0
Duwar Borduwar,	Krishno Dutt Shorma,	46	41	10	0	28	18
Duwar Banska,	Beer Sen Patwarri,	0	0	0	0	0	0

“Of the six Vernacular Schools allotted to this division, three only were in operation at the end of the year under review, the other three having been temporarily closed for the want of efficient masters, owing to which the attendance had very much fallen off.

District of Luckimpore.

“The pupils borne on the rolls of these three schools on the 1st January 1850, numbered one hundred and fifty-one, with an average daily attendance of ninety-four. On the 30th September last, as shown in the annexed summary, the pupils had increased to one hundred and seventy, with an aggregate attendance of one hundred and forty-eight. The cost of maintaining these schools amounts to 780 rupees a year,

which apportioned among the pupils in daily attendance gives an average of 5 rupees, 4 annas and 3 pie and a fraction, as the annual cost for the tuition of each pupil.

“The attendance at this school has very much improved during the past year. The teacher is a man of superior abilities and very attentive to his duties, and his scholars appear all to have made very satisfactory progress. One of the most interesting features in this school is the large number of Ahom, Khamti, and Chutiya boys who now attend it. Though the mass of the population in the vicinity is composed of these tribes, very few of them, till lately, have been induced to avail themselves of the benefits of education.

“There has been a clear increase of seven names to the rolls of this school during the period under review, but the average daily attendance has increased from forty to fifty-eight. The boys are gradually attaining to a higher standard of proficiency than they have yet attained, and their progress has been very creditable.

“Since this school has been entrusted to the care of the present teacher there has been a marked improvement in the daily attendance of the boys. The master is an active and pains-taking man, and under his tuition the scholars have made satisfactory progress.

“I hope to go through this district in the course of my present tour, when I trust I shall be able, in conjunction with the Collector, to make arrangements for opening the other three schools.

“Summary statement of the schools in the district of Luckimpore as on the 30th September 1850 :

Names of Teachers.	Schools.	Attendance.		Age of pupils.	Caste of Scholars.		
		Number on the Books.	Average attendance.		Mohummudans.	Hindus.	Other castes.
Kesobdeb Shorma, ...	Dibrooghur,	75	64	15	1	28	46
Dombrudhor Shorma,	Luckimpore,	65	58	16	7	24	34
Moohi (Officiating,)...	Saikwa,	30	26	13	1	7	22
	Total, ...	170	148				

“Of the ten Vernacular Schools allotted to this ditstrict, nine are in operation ; these number three hundred and ninety-two pupils, with an aggregate daily attendance of two hundred and ninety-one. The expense incurred in the maintenance of these schools amounts to 858 rupees a year, or about 2 rupees, 15 annas and 2 pie per annum, for each pupil.

District of Sibsaugur.

"Nine of the elder boys have left school and settled themselves in life, and there have been only three admissions during *Nazera.* the year, leaving forty-six as the number on the rolls. Most of these are very regular attendants and their progress has been satisfactory.

"The school-house is reported to be in good repair.

"This school was opened in March last in lieu of the one on the banks of the Namti; the teacher also was changed, and *Ghurasua.* the result shows a decided improvement in the state and prospects of the institution. It is now the best attended of the Vernacular Schools in the district, and considering the short time the boys have been under tuition, their progress is alike creditable to them and their teacher.

"This school is making steady progress. The attendance has much improved during the year, and the boys, nearly all of *Bent-barri.* whom are Ahoms, have been very diligent and attentive to their studies.

"The school-house is in good repair.

"The situation of this school in one of the most populous parts of the district, would lead to the anticipation of better results *Jhansi.* than have been experienced since its establishment. It does not seem yet to have been appreciated by the people, who are all cultivators, and for the greater part of the year need the assistance of their boys in their agricultural pursuits. Those borne on the rolls, however, are pretty regular in attendance, and have made very fair progress.

"The school-house needs its usual annual repairs.

"In December last year when I visited this school, there were one hundred and six names on the books with an attendance *Jorehaut.* of only thirty-four; and these appeared to me to have made very slow progress. The monthly returns since then show a still greater falling off. This can only be attributed, I believe, to the apathy of the teacher. I last year recommended his being mulct in the sum of one month's pay, and I beg now to recommend his removal. There is also an assistant teacher employed here on 4 rupees a month, whose services should likewise be dispensed with as unnecessary.

"There have been no changes in this school since I last reported on it. The attendance is very fair, and the teacher who is a *Deogawn.* steady attentive man, has got his pupils on very creditably.

"The number borne on the rolls of this school has increased during the year from twenty to twenty-five, and the daily attendance has improved in proportion. There is, however, a *Hamdai.* large population in the vicinity, and were the pay of the teacher rendered proportionate to the number of his scholars, he would doubtless exert himself to secure a much better attendance.

"Notwithstanding the attention paid to this school by Mr. Sub-Assistant Masters, there has been no perceptible improvement in *Golaghat.* the daily attendance of the pupils, but those that do attend are making steady progress in their studies.

"There has been an increase of one to the rolls of this school, during the year, but the daily attendance shows a decided improvement, the teacher is a pains-taking man, and his *Salmara.* scholars have made satisfactory progress.

“ Abstract statement of the Vernacular Schools in Zillah Sibsaur, on 30th September 1850 :

Schools.	Names of Teachers.	Attendance.		Average age of Pupils.	Cast of Pupils.		
		No. borne on the Books.	Daily attendance.		Mohummudans.	Hindus.	Other castes.
Nazera,	Nobinchunder Shorma,	46	40	14	11	22	13
Gurasua, ...	Basooram Deka,	65	60	11	...	12	53
Bent-barri,...	Boloram Gogoi,	50	46	10	...	2	48
Jhansi,	Bansaram Gogoi,	31	28	10	...	10	21
Jorehaut, ...	Hiranand Gogoi,	80	27	*	*	*	*
Deogawn, ...	Homeshnor Shorma,...	28	25	14	...	28	..
Hamdai,	Deodutt Mohunt,.....	25	19	14	...	25	...
Golaghat, ...	Deonath,	36	17	12	3	33	...
Salmara,.....	Krishno Dass,	31	29	14	...	31	...
Total,.....		392	291				

* No report received.

“ The number of schools is ten. The pupils borne on the rolls on the 1st January 1850, numbered three hundred and seventy-seven, with an average daily attendance of two hundred and seventy-eight. On the 30th September last, the returns show a total of four hundred and seventy-five with an aggregate daily attendance of three hundred and ninety-five.

“ The cost of maintaining these schools amounts to rupees 1080 per annum. The annual allowance for books 100.

“ Total 1180 rupees, which apportioned among the pupils in daily attendance gives an average of 2 rupees, 15 annas and 9 pie, or near 3 rupees as the annual cost for the tuition of each pupil.

“ There has been a clear increase of eighteen boys to this school during the year, while the average daily attendance has risen from sixty-two to eighty-six. I have for the last two days been engaged in examining the classes, and I am happy to state, that their general progress has been very gratifying.

“ The school-house, which is a brick-building, situated about the centre of the station, is in good repair, but it is a very ill-contrived house, and I would beg to recommend that the Collector be authorized to incur a small expenditure in its improvement.

“ The school at this place was opened in June last in consequence of the failure of the school at Muji Ruchi, where the attendance did not exceed three. The present site was selected by the Collector, Capt. Reynolds, and the present returns show the change has been a favorable one. Capt. Reynolds who has had opportunities of visiting the school, has been much gratified with the progress made by the boys and the attention paid to them by the teacher.

“ On the abandonment of the school at Bishnath, owing to a paucity of attendance, and the improbability of any increase, the establishment was in the early part of the year transferred to its present situation. The number at present on the books is forty-two with a daily attendance of forty, and a fair prospect of a yet further increase.

Sukamata. “ The attendance at this school shows no improvement during the year under review. The boys of the higher classes (who were examined by me on the 1st instant,) appear to have made steady progress, but there has apparently been very little attention paid to the lower classes, and some boys who entered school in the early part of 1849 are still at the compound letters. I do not see that the keeping up of an assistant teacher to this school has been of any advantage to it.

“ A brick building has lately been erected here for the school and is in excellent order, but somewhat too small for the accommodation of the boys.

Sethmadur. “ The rolls show a decrease of twenty-two boys, since I inspected this school in February last, so that the number at present is sixty-one, with an attendance of fifty-three. I had then occasion to report very unfavorably on the teacher; false entries had been made in the register, and the classes had been shamefully neglected. The decrease in the number of his pupils at present indicates, he is far from being popular with the people.

“ The school-house is in good repair.

Mahriapara. “ There has been a marked improvement in the attendance at this school, since I last reported on it; and the state of the classes may be considered to be satisfactory.

“ The roof of the school-house is in tolerable repair, but as the building has no side walls, the consequent inconvenience to the boys is very great.

Chiphaza. “ When I made the tour of this district last February, the teacher was stationed at Bansgora, and I am not aware on what authority he has since removed. The school at this place, it appears from the report, was opened on the 14th June last, and the six boys who compose the first class are now able to read the Gyanodoi and work simple sums in division.

“ The school-house is reported to be very much out of repair.

Lokrai. “ This school was opened on the 1st March last in lieu of the one at Autoleah, which it was considered necessary to abandon. It now numbers thirty-six pupils with a daily attendance of thirty-one. The teacher is an intelligent man, but had he been more active and zealous, it is probable, from the large population in the vicinity, that he would have had a more flourishing school.

Pootimari. “ There has been an increase of seven in the number borne on the books of this school, and the daily attendance has increased proportionately. The teacher is an active and painstaking man, and the boys have made satisfactory progress under his tuition.

“ There is a monitor allowed here on 2 rupees a month, but as his services are not needed, I beg they may be dispensed with, and the pay of the master be increased from five to seven rupees, as he is far more deserving of this rate of pay than most others in the district. The school-house is in tolerable repair.

“ This school is very unfavorably situated, and I fear there is no prospect of any improvement either in the attendance or the general feeling of the people towards it. I beg to recommend that the master be placed at the disposal of the Collector for employment in one of the populous villages to the north of Tezsur, where the people have been earnest in their solicitations for a school.

“ General statement of the schools in Zillah Durrung, on the 30th September 1850 :

Schools in Zillah Durrung.	Names of Teachers.	Number of Students.		Average age.	Caste of Pupils.		
		No. borne on the Books.	Average daily attendance.		Moohum- dans.	Hindus.	Other castes.
Tezsur,	Durgaprasad Shorma,	102	86	14	23	53	26
Madhob,	Norodeb Shorma, ...	40	38	10	...	40	...
Sukamata, ...	Jogesnor Mohunt, ...	42	40	11	...	42	...
Mangledai, ...	Debjeet Shorma,	68	50	14	3	60	5
Sethmadur, ...	Krishnodeb Shorma, ..	61	53	12	...	49	12
Mahriapara, ..	Bidyaram Shorma, ...	50	43	16	...	50	...
Chiphaza, ...	Bhobanando Shorma,	24	14	12	1	20	3
Lokrai,	Rongodeo Shorma, ...	36	31	12	...	29	7
Pootimari, ...	Bhogram Dass,	27	20	13	...	18	9
Koriapara, ...	Sibdeo Shorma,	25	20	16	2	11	12
	Total,	475	395		29	372	74

South-West Frontier Schools.

Chota Nagpore School.

ELEVENTH YEAR.

Local Committee on the 30th September 1850.

J. H. CRAWFORD, ESQ.,	{ Governor General's Agent and Commissioner S. W. F.
MAJOR J. C. HANNINGTON,	{ Dpy. Commissioner, Chota Nagpore.
CAPTAIN W. H. OAKES,	{ Principal Assistant to Governor General's Agent, Loharduggah Divn.

Establishment as on the 30th September 1850.

Names.	Designation.	Amount of Salary.	Date of Appointment.
Mr. J. Payton, - -	Head Master, - - - - -	75 0	5th July 1848.
Kishenchunder, - -	First Assistant Teacher, - -	5 0	1st April 1847.
Karamut Ally, - -	Second Assistant Teacher, - -	5 0	10th Jan. 1841.
Goendaram, - -	Third Assistant Teacher, - -	2 8	1st Aug. 1843.
Narainaram, - -	Fourth Assistant Teacher, - -	0 8	1st Nov. 1849.
Tilooram, - -	Fifth Assistant Teacher, - -	0 8	1st Nov. 1849.
Sunraram, - -	Sixth Assistant Teacher, - -	0 8	1st Nov. 1849.
Khedun Paundeh, -	Seventh Assistant Teacher, - -	0 8	1st Nov. 1849.
Qinooram, - -	Eighth Assistant Teacher, - -	0 8	1st Nov. 1849.
Gunput Loll, - -	Hindee Teacher, - - - - -	10 0	6th May 1847.
Rohum Ally, - -	Durwan, - - - - -	4 0	20th Dec. 1841.
Sitaram, - -	Durwan, - - - - -	3 0	10th Nov. 1839.

Local Receipts and Disbursements.

RESOURCES OF ANNUAL INCOME.					Nature of Charges.	ACTUAL CHARGES FOR 1849-50.	
Separate Fund.	Assignment from Parliamentary Grant.	Total.	Assignment from Additional Grant, dated 16th Dec. 1840.	Establishment and Expenses as paid by Government, dated 16th Dec. 1840.		Items.	Total.
"	"	"	"	From 1st September 1849 to 31st August 1850, Co.'s Rs. 1800.	Head Master, - - - - -	900 0	1320 1
					First Assistant Teacher, - -	60 0	
					Second Assistant Teacher, - -	60 0	
					Third Assistant Teacher, - -	30 0	
					Five Asst. Teachers, receiving an allowance from Nov. 1849, at 5 Rs. per annum, }	25 0	
					Hindee Teacher, - - - - -	120 0	
					Contingencies, - - - - -	41 1	
					Servants, - - - - -	84 0	
					Total, -	.....

There are forty-nine pupils on the rolls; of whom one is a Christian, three are Coles, two Bhoeas, eight Moohumnu-dans and thirty-five Hindus. The number in average daily attendance during the past year has been thirty-nine. There are two departments, one English the other Hindi. The former consists of thirty-nine pupils, who are divided into five classes, the fifth being subdivided into three sections. There seems to be a graduated scale of average ages for the several classes, the youngest boys being in the last and the oldest in the first divisions. The ages of those in the first two divisions vary from twelve to twenty-three; those in the last from six to twelve.

No schooling fees are realized.

The report of the general examination is thus given by the committee :

“The result of the examination was creditable both in the English and Hindee departments.

“The following boys, Kishen Chunder Karamut Ally, Goend Ram, Seeb Churna, Doorga Churn and Gungooa, who distinguished themselves, are to receive prizes. The English and Hindee classes are both too numerous and their number will be reduced during the ensuing year, and thus each class will receive a greater share of the master's superintendence. It is extremely satisfactory to observe that the average attendance during the past year exhibits a decided improvement over the previous one. The total number of students on the rolls last year was thirty and the average attendance twenty-five: the total number this year is forty-nine, and the average attendance thirty-nine, being an increase of upwards of fifty per cent. as the average daily attendance.

“The Hindi department consisting of thirty-five pupils, divided into *ten* classes, passed a satisfactory examination. The circumstance of there being so many classes is thus explained: the

“First Class contains	5 boys.
Second Class contains	7 boys.
Third Class contains	2 boys.
Fourth Class contains	4 boys.
Fifth Class contains	2 boys.
Sixth Class contains	2 boys.
Seventh Class contains	1 boy.
Eighth Class contains	1 boy.
Ninth Class contains	4 boys.
Tenth Class contains	7 boys.”

Chybassa School.

~~~~~  
*Local Committee on the 30th September 1850.*

|                                |   |                                               |
|--------------------------------|---|-----------------------------------------------|
| LIEUTENANT J. S. DAVIES, ..... | { | <i>Offg. Political Assistant to the Agent</i> |
|                                | { | <i>Governor General S. W. F.</i>              |
| J. KEARNEY, ESQ.,... ..        |   | <i>Sub-Assistant Surgeon.</i>                 |

*Establishment as on the 30th September 1850.*

|                         |   |                                   |
|-------------------------|---|-----------------------------------|
| Kalichurn Dutto, ... .. | { | <i>Head Master.</i>               |
| Poorah Cole, ... ..     | { | <i>English and Hindi Teacher.</i> |
| Uddit Lal, ... ..       |   | <i>Acting Hindi Teacher.</i>      |

No changes occurred in the establishment of this school since last year.

There are two departments, an English and a Hindi, the former numbering on the rolls thirty pupils, the latter thirty-five. In the English department there are ten Coles, eighteen Hindus and two Moohummudans, divided into six classes, the last class being subdivided into two sections. There is one pupil in the first class; six in the second; four in the third; four in the fourth; five in the fifth; ten in the sixth. Of thirty pupils, five only have been present throughout the past year; the rest have been absent from one and three days to seventy-two days. In the first, second and sixth classes there has been no absentees whatever. The average attendance has been very good. The pupils are not classed with reference to their age as well as qualifications; lads of eighteen and twenty-one being put into classes composed of boys from six to eleven years of age. No average age therefore exists for any class.

This school yields no schooling fees.

The general examination was conducted by Lieutenant J. S. Davies, Officiating Political Assistant to the Governor General's Agent, and Mr. Sub-Assistant Surgeon J. Kearney, who report as follows:

"The first class at the opening of the session consisted of two boys, but was about three months since, reduced to one. Under the present master, this boy has read History of Greece to page 89, the whole of Clift's Geography, the greater part of Lennie's grammar, and Prose Reader No. 4 to page 42. In Hindi and arithmetic he works with the second class: both the English Readers alone noticed, he reads clearly and distinctly and appears to understand well parts he has not before read; his memory is good. Of twelve written questions relating to that part of the history he has read, all were answered creditably, and of fifteen written questions in geography all were answered very correctly, he did not make one mistake in pointing out on the map places indicated, or in reply to numerous



*vivâ voce* questions in geography, he has a good recollection of grammar and parses very correctly, but is wanting in the practical knowledge of grammar as evinced by the badness of his English composition: he spells very well. His English writing is but indifferent, and there is much room for amendment. His arithmetic and Hindi will be noticed below.

“The second class have read Prose Reader No. 3 to page 79, Clift's Geography, Asia, Hindoostan and Europe. The greater part of Lennie's grammar, Hindi Reader No. 2 to page 54, and in arithmetic four senior boys have progressed as far as vulgar fractions (rule of three) and the remaining three compound division only. All read fairly, (the pronunciation of the majority is bad, a difficulty not easily overcome, unless boys commence learning English when very young) the senior boys appeared to understand pretty well parts of the reader they did not before read, four of them spelt very well, indeed, Dunardan and Sohara remarkably so; like the first class boys they have a good recollection of grammar, and the senior boys parse well, but the practical knowledge of grammar is again here wanting, though Dunardan is in this respect more advanced than the first class boy, he gave the best English translation of a Hindi fable. In geography the four senior boys are well grounded as far as they have learned, and are expert in pointing out on the map places, rivers, &c. &c. In arithmetic Dunardan is more advanced than the senior boy; he is *well-grounded* as far as ‘rule of three’ in fractions; did the whole of the sums given without hesitation and without one mistake; the other four boys acquitted themselves well, and did the whole of the sums given, though not without a few mistakes: the best three boys are fairly grounded as far as compound long division. In Hindi all are rather backward, they read fairly a book they had not before seen (‘Premsagur,’) but understood it but imperfectly, they have no idea of Hindi grammar, and spelt badly, their translation of any English fable into Hindi was very indifferent, Buxoo best; it must however be borne in mind, that to most of them Hindi is a strange language, and that they have not an efficient Hindi master. The English writing of this class is fair, Dunardan's best in the school, and they can write the Debnagree character well from a copy, but not from dictation.

“Third class. This class for the first half the session was under the assistant teacher, and the latter half under the head master, they have read Prose Reader No. 2 to page 76; the whole of elements of grammar; in Clift's Geography, Asia and Hindoostan; in Hindi, Singaram Buttesa, and in arithmetic are advanced as far as long division. The two senior boys do great credit to their master, especially the first who has an excellent memory, and is thoroughly grounded as far as he has gone; not once did he fail to answer correctly questions given him on different subjects; in arithmetic he acquitted himself most creditably, and is expert in pointing out places in the map; the second boy is little inferior to him, the last boy knows nothing and was unable, after a long time, to do even an easy sum, in compound multiplication. The other classes in this department are merely elementary and are progressing satisfactorily.

“The fourth class contains some promising youths.

“The committee are pleased to record the advantages offered by the Government School, are not entirely lost on the zemindars of Singboom. During the year the minor Thakoor of Khursawan, his brother and cousin have all been enrolled as students in it, and are applying themselves earnestly to the acquirement of the English language. The committee deem it right to remark on the efficient state of the school library,



the senior boy is reading the history of Greece, a book too difficult for him, before acquainting himself with the history of his own country ! merely because the library does not contain one, or indeed any modern history ; maps are also much required, but the committee have directed the head master to prepare a list of such books, &c. &c., as are wanted, which will be submitted in due course, through the usual channel."

The Hindi department, consisting of thirty-five pupils, is divided into six classes, the first contains one pupil, the second two, the third seven, the fourth seven, the fifth four, the sixth thirteen. There are twenty Coles, thirteen Hindus, and two Moohummudans. The remarks which have been made with respect to the average age of the classes, their average attendance during the past session of the English department, apply with equal force to this likewise.

The examination was conducted by the same gentlemen whose report on the English department is given above. They remark :

"The progress made during the year in this department has not been great, which must be attributed to the want of an efficient Hindi teacher, the present man who is a good Debnagree writer was put in by Lieutenant Haughton to act as teacher on half the salary attached to the appointment, because a more competent one was not to be had, and up to this time he has continued in the appointment. The progress of this department, however, which consists chiefly of Coles must necessarily be slow from the impossibility of procuring an efficient Hindi teacher acquainted with the Cole language. The assistant teacher is a Nagpore Cole, but the language of the Lurka Coles of Singhboom is quite distinct from his, and consequently he is unable materially to assist the Hindi teacher."

In forwarding the report of the Chota Nagpore and Chybassa Schools, Mr. J. H. Crawford, the Governor General's Agent, remarks :

"During the past year I have attended two regular examinations of the school at Chota Nagpore, and one of that at Chybassa ; and on each occasion have observed the degree of interest taken by the local authorities in the welfare of their respective establishments, and their efforts to make them extensively useful.

"That the success of such efforts is not more directly apparent in the returns submitted, is attributable only to the comparatively simple and primitive condition and feelings of the people for whose improvement the schools are specially designed. When further intercourse with other districts shall have stimulated their energies, and the few Cole scholars now in the schools shall begin to be drafted into Government employment as they become eligible for it, the bulk of the people will attach a positive value to education, of which the strongest exhortation at present fail to give them any lasting or practical conviction.

"The head master of each of the schools appears very well qualified for his position, especially Mr. Payton of the Chota Nagpore School, whose qualifications and aptitude for his vocation are apparent in the increasing number of his scholars and their attendances, against the disadvantage of the withdrawal of an alimentary allowance to them, which did not work well."

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# Barrackpore School.

*Establishment as on the 30th September 1850.*

|                                    |                       |
|------------------------------------|-----------------------|
| Babu Bhagabati Churn Ghose, ... .. | <i>Head Master.</i>   |
| Babu Gooroodoss Chatterjee, ... .. | <i>Second Master.</i> |
| Babu Jadub Chunder Gupta, ... ..   | <i>Third Master.</i>  |

The following is the report of the general annual examination of the Barrackpore school, drawn up by Professor Graves, who was deputed to conduct it:

“The examination commenced with the fourth or lowest class, which contains forty boys formed into three divisions, of ten, five and twenty-five boys, and learning, respectively, Nos. 2 and 1 Prose Reader, and No. 1 Spelling.

“In the first two divisions, with two exceptions, the reading was either very middling or decidedly bad. There was no attention to emphasis, intonation or pauses, and the articulation was so indistinct, that without a book before me I could scarcely distinguish a word of what was being read. Most of those boys appear to have commenced English at too late an age for acquiring a clear pronunciation of elementary sounds. Among the boys learning the 1st No. Prose Reader, there is one about fourteen years old, and there are two of fifteen and thirteen who are not through the 1st No. Spelling.

“In spelling, four boys answered well, four middlingly and three badly.

## THIRD CLASS.

“Number in class twenty-two, examined eighteen, subjects No. 4 Prose Reader, Poetical Reader No. 1, Lennie’s grammar, arithmetic.

“Two of the students of this class are beyond sixteen and four beyond fifteen years of age.

“The reading from No. 4 Prose was generally bad, and in explaining and parsing sentences from the Poetical Reader, only four were tolerably successful; the rest evidently understood nothing of it.

“In arithmetic it was stated that the class was learning the rule of three. Being required to write in words a number to seven places of figures, eight failed: the others were correct as to the value of the numbers, though none of them could express it with grammatical correctness. In reducing pies to rupees, eleven either failed in the operation, or commenced dividing by twelve, through long division. I recommended the master to confine the class for the present to the elementary rules and reduction.

## SECOND CLASS.

“Number in class twelve, examined nine, subjects Azimghur Reader, Poetry No. 2, grammar, geography, arithmetic.

“The class was first required to write on slates from dictation two different passages from the Azimghur Reader. This was done with much fewer errors than I had anticipated, and one boy Womesh Chunder Sein committed no error whatever.

“The reading of prose and the explanations and parsing from poetry were also satisfactory. There is a wide difference between this class and the one below it, and it does not appear likely that from the present materials of the lower classes, a future class equal to this one can be formed.

“One of the absent boys, I observed, was close on eighteen years of age.

“In arithmetic, I found the class very imperfectly acquainted with reduction. In most of the operations the figures were set down without regard to place. Units under hundreds, and so forth. I directed the particular attention of the master to these defects.

#### FIRST CLASS.

“This class contains seven boys, of whom four had been candidates for junior scholarships, and whom therefore I did not consider it necessary to examine, one boy was on leave. The two remaining boys are twelve and thirteen years of age. The younger of these, Bholanauth Mookerjee, is decidedly a promising boy. He evinced a good knowledge of the portions of Greek and Roman history he had read, and also read well and distinctly from the 5th No. Prose Reader. The subject in poetry was *Campbell's Pleasures of Hope*. Considering the age of the boys, it was much too difficult for them, and they made but a very poor attempt to write the meaning of a short passage I gave them.

“I consider Bholanauth Mookerjee of the first, and Womesh Chunder Sein of the second class, to be deserving of encouragement, and would have wished to recommend them for *free* studentships in this college, but the master informed me that they would be too poor to support themselves away from their homes.

“There is no *writing* taught in this school. This appears to me a defect. The boys are left to pick up what they can of the art out of school. Hence their manner of doing any work required in words or figures is slovenly and careless, which must be obviously detrimental to the future welfare of the boys, as they cannot be qualified for situations as writers or accountants in Government or mercantile offices, the only channel in which boys of the class that are in this school can turn their knowledge of English to any practical account. Paper of a sufficiently good quality could be procured at four annas the quire, and a boy would not use more than a quarter of a quire in the month, or one anna's worth of paper, and allowing as much more for quills the cost for each boy would be but two annas per month, and probably the boys, if charged that sum for stationery, would willingly pay it.”

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## Vernacular Schools.

The following is the report of the Sudder Board of Revenue, on the working of the Vernacular Schools during the past year:

“From the statement in the margin, it will be seen that of the

| JESSORE DIVISION.         |                   |                           |
|---------------------------|-------------------|---------------------------|
| Districts.                | School Stations.  | Average daily attendance. |
| <i>Bancoorah</i> , - -    | Bishenpore, - -   | 28                        |
|                           | Sonamooke, - -    | 30                        |
| <i>Baraset</i> , - - -    | Jagoolee, - - -   | 56                        |
|                           | Chota Jagoolee, - | 56                        |
| <i>Burdwan</i> , - - -    | Culna, - - -      | 52                        |
| <i>Hooghly</i> , - - -    | Boinchee, - - -   | 53                        |
|                           | Konenugger, - -   | 33                        |
| <i>Jessore</i> , - - -    | Mankoondoo, -     | 104                       |
|                           | Magoorah, - -     | 29                        |
|                           | Lakheepassa, -    | 7                         |
|                           | Raroolee, - - -   | 14                        |
| <i>Nuddea</i> , - - -     | Sooksagor, - -    | 32                        |
|                           | Goberdanga, - -   | 15                        |
|                           | Santeepore, - -   | 22                        |
| 24- <i>Pergunnahs</i> , - | Manneerampore,    | 41                        |
|                           | Majelpore, - -    | 35                        |
| Total, -                  |                   | 607                       |

Number of Schools allotted, - - - - 19

In operation, - - - - - 16

Non-effective, - - - - - —

— 3

of teachers was 3203 rupees, which apportioned among the pupils in daily attendance, gives an average of 5 rupees, 4 annas and 5 pie, as the annual cost for the tuition of each pupil.

The schools in this district do not appear to have been visited either by the Commissioner or the Deputy Collector. The

*Bancoorah.* average attendance at each of them, has been somewhat less than during the preceding year. The school-house at Bishenpore was recently blown down, and as the party by whom it was originally erected has declined to re-build it, the Deputy Collector has been called upon to ascertain and report whether the inhabitants are willing to erect another.

the nineteen schools allotted to the Jessore division, sixteen were in operation during the whole or a part of the year under review. The number of pupils on the rolls of these schools at the commencement of the year was seven hundred and forty, the admissions during the year three hundred and eighty-seven, and the withdrawals three hundred and fifty-three, leaving seven hundred and seventy-four at its close. The aggregate daily attendance during the year averaged six hundred and seven.

The schooling fees collected amounted to 478 rupees, 14 annas and 7 pie, which added to the balance of former years 1274 rupees, 2 annas and 8 pie, gives a total of 1753 rupees, 1 anna and 3 pie, there having been no disbursements ; 103 rupees and 13 annas were also realized by the sale of 562 volumes of books. The expense incurred on account

Both of the schools in this district are represented as being in a flourishing condition. The number of pupils on the rolls at the close of the year is much the same as at its commencement, and the average attendance has been in fair proportion. The school-houses are reported to be in good condition.

The managers of the schools at Chota Jagoolce have manifested a praiseworthy interest in the cause of education by the establishment of an English school at that village, a separate school-house having been erected at their expense and a master appointed to instruct the pupils in English. With reference to the recent notification of the Government, relative to the education of native females, the Deputy Collector observes, that the managers of the Chota Jagoolce school have already advanced in that path also, and he anticipates that they will be successful in educating the younger females of their community as they have been in educating the boys of the village.

The school at Culna in Burdwan was, by the orders of Government on the Board's last report, directed to be abolished. But *Burdwan.* these orders, by an oversight in the Commissioner's office, were not communicated to the Collector, till the 12th March last. The inhabitants having erected a new school-house, thus manifesting a desire that the school should be continued, the Board recommend that a further trial be allowed to this school. The number of pupils on the rolls at the close of the year is somewhat less than at its commencement, but the average daily attendance during the year under review has been nearly as large as in the preceding year. The school was recently visited by Mr. Pigou, the Magistrate of the district, who reported favorably of the progress made by the boys in their studies. The master is reported to be an efficient teacher and a respectable man.

Of the three schools in the Hooghly district those at Boinchee and *Hooghly.* Konenugger are represented as being in a satisfactory state, the teachers competent and attentive to their duties, and the school-houses in good condition. The school at Markandoo was closed during a part of the year, pending the erection of a building for the accommodation of the boys within the British territories, the old school-house having been found to be within the boundaries of the French Settlement of Chandernagore. The new school-house is a thatched building with mud walls, roomy and airy, but not entirely finished yet.

Three schools were in operation in the Jessore district at the commencement of the year of report. Of these the schools at Lakkeepassa and Raroolee were abolished in June 1849. It does not appear that the schools in this district were visited by either the Commissioner or the Collector, and no particulars regarding them have been furnished beyond those contained in the tabular statement, which accompanied the Commissioner's report. This document shews that the number of pupils on the rolls of the school at Magoorah at the close of the past year and the average daily attendance during that period, were much the same as in the preceding year; the teacher is said to be a well behaved man and a good scholar, and the school-house is described as requiring slight repairs.

The three schools formerly in operation in the Nuddea district at *Nuddea.* Santeepore, Sooksaugur and Goberdanga, have all been abolished during the past year 1849, having proved decided failures.



Two schools have been in operation in the 24-Pergunnahs during the year of report, viz., at Muneerampore and Majelpore. They are reported to be in a satisfactory state. The number of scholars on the rolls has increased and the average daily attendance has been greater than during the preceding year. The teachers of these schools were nominated by Dr. Mouat: they have passed their examination before the Council of Education and have received diplomas. The school at Rajpore in this district was abolished in June last year by the orders of the Board, but one of the parties interested in the school having called on the Board and represented that the inhabitants had subscribed 500 rupees in building a pukka school-room, and were very anxious that the school should not be abolished, the Board considered them as having a claim to the appointment of a master, and directed on the 12th October last, that the school should be continued for another year.

Of the seventeen schools allotted to the Bhaugulpore division, six only were in operation during the year of report.

| BHAUGULPORE DIVISION.      |                   |                           |
|----------------------------|-------------------|---------------------------|
| Districts.                 | School Stations.  | Average daily attendance. |
| <i>Bhaugulpore</i> , - - - | Sudder Station, - | 27                        |
| <i>Monghyr</i> , - - -     | Sudder Station, - | 20                        |
|                            | Sheekpoorah, -    | 23                        |
| <i>Purneah</i> , - - -     | Sudder Station, - | 20                        |
| <i>Maldah</i> , - - -      | Sudder Station, - | 54                        |
|                            | Seebgunge, - -    | 22                        |
|                            |                   | 166                       |

Number of Schools allotted, - - - - 17

Number in operation, - - - - 6

Non-effective, - - - - 11

One school in the Purneah district in operation for a part of the year has been closed. The number of schools is one less than in the preceding year, and the average daily attendance shews a considerable falling off as compared with the two previous years, being one hundred and sixty-six to two hundred and ninety-five in 1847, and two hundred and twenty in 1848. The number of pupils on the rolls at the commencement of the year was three hundred and six, the withdrawals were two hundred and thirty-five, and the admissions one hundred and ninety-five, leaving two hundred and sixty-six as the number of pupils at its close. The expense

on account of teachers was 1641 rupees and 8 annas which apportioned amongst the average number of pupils in daily attendance gives 9 rupees, 6 annas and  $11\frac{1}{4}$  pie, as the annual cost of tuition for each pupil.

The collections during the year on account of schooling fees amounted to 131 rupees, 12 annas and 6 pie, which with the balance of former years 615 rupees, 10 annas and 9 pie, gives a total of 747 rupees, 7 annas and 3 pie. Of this sum 155 rupees, 5 annas and 6 pie had been disbursed during the year, leaving a balance at its close of 592 rupees, 1 anna and 9 pie; 88 rupees, 7 annas and 3 pie, were also realized by the sale of 238 books.

Of the only school in this district, situated at the Sudder station, *Bhaugulpore.* the Commissioner reports that it is in just the same state as it was last year, except that the number of scholars has diminished. A full account of this Institution was given in the Board's last report, to which they beg to refer His Honor, the studies pursued during the past year having been the same as in previous years. The diminution in the number of scholars has been caused by the change of masters ; the former teacher whose character and influence were much affected by the circumstance of his being tried on a charge of murder having been removed to the new school established at Sheekpoorah in the interior of the district of Monghyr. The new master has not succeeded in attracting other scholars in the place of those who have left the school, and the boys now attending it are chiefly of the poorer classes. The school-house is reported to be in good condition.

The school at the Sudder station of Monghyr which was visited by *Monghyr.* the Commissioner while on his last circuit, is not in so flourishing a state as it was on the occasion of his visit in the previous year. The number of scholars has decreased, and the amount of fees realized during the year of report, is less than half the sum obtained in the preceding. The Institution has evidently suffered from the loss of Mr. Travers' supervision. The school-house is in good order.

The school at Sheekpoorah in the interior of this district, about fifty miles from the Sudder station, owes its origin to the exertions of the late Collector, Mr. Travers, and was opened on the 1st of September 1848. The Commissioner was unable to visit this school during the past year and has not given any account of it in his report, but from the tabular statement accompanying the report, it appears that the number of scholars has somewhat increased, there having been at the commencement of the year twenty-five on the rolls, and at its close thirty-eight. The school-house at this place is in good condition. The teacher Lalla Sheo Sahee, who is mentioned above as having been removed from Bhaugulpore, possesses a competent knowledge of the vernacular language and of Persian, and is able to read and write English. The Collector reports also that he bears a good character.

Of the school established at the Sudder station of Maldah, the Commissioner speaks in the most favorable terms, and he *Maldah.* regards it as affording an example of how much may be accomplished by a properly qualified and well trained master. It is the most flourishing school in the Bhaugulpore division, and its prosperity is to be attributed to the great interest which the teacher, Harran Chunder Gattuck, takes in his pupils. The number of scholars on the rolls had decreased from one hundred and two to eighty, but the master explained to the Commissioner that this was owing to his having got rid of a number who were no credit to the Institution and to his being more particular in the admission of scholars. The school-house is reported to be in good repair.

The number of pupils on the rolls of the school at Pookoorea at the close of the year of report was sixty-six, nearly the same as at its commencement, but the average daily attendance was very small in proportion being only twenty-two. The Officiating Deputy Collector has not made any report regarding the teacher of this school. The school-house is in good repair, and is under the care of the Shereshebad zemindar who has engaged to keep it in good condition.



The number of schools in the Patna division is the same as in the preceding year, and the total average daily attendance is also the same though the number of scholars at some of the schools has diminished, whilst in others it has increased. The number of pupils on the rolls at the commencement of the year was one hundred and forty-four; the admissions during the year were one hundred and thirty-seven and the withdrawals one hundred and forty-two, leaving one hundred and twenty-nine on the rolls at its close.

| PATNA DIVISION.      |                  |                           |
|----------------------|------------------|---------------------------|
| Districts.           | School Stations. | Average daily attendance. |
| <i>Behar,</i> - - -  | Daoodnuggur, -   | 17                        |
| <i>Sarun,</i> - - -  | Chuprah, - - -   | 21                        |
| <i>Shahabad,</i> - - | Arrah, - - -     | 30                        |
|                      | Sasseeram, - -   | 7                         |
|                      | Buxar, - - -     | 17                        |
|                      |                  | 92                        |

|                               |    |
|-------------------------------|----|
| Number of Scholars, - - - - - | 14 |
| In operation, - - - - -       | 5  |
| Non-effective, - - - - -      | 9  |

The expense incurred on account of teachers, was 1,060 rupees, which apportioned amongst ninety-two pupils, the average number

in daily attendance, gives 11 rupees, 15 annas and 3 pie, as the cost of instruction to each pupil per annum.

The amount of fees received during the year 55 rupees, 1 anna and 6 pie, added to the balance of former years gives a total of 110 rupees, 9 annas and 8 pie, of which 10 rupees had been disbursed, leaving at the close of the year, 100 rupees, 9 annas and 8 pie at credit of the account. 55 rupees and 6 annas were also realized by the sale of 151 books.

The school at Daoodnuggur, the only one in this district, was visited by uncovenanted Deputy Collector Syud Azeem Ood-Deen *Behar.* Hossein Khan, a very intelligent man and much interested in native education. The Commissioner has not furnished any details of the examination conducted by the Deputy Collector, but merely remarks that he considered the progress made by the boys during the year, satisfactory. The master is said to be a man of good character and well qualified as a teacher. The school-house is in bad condition.

In the district of Sarun also there is only one school. It is situated in the town of Chuprah and the Collector reports that the *Sarun.* number of pupils does not increase, and that the attendance is very irregular. The examination held, however, shewed that the boys were tolerably advanced in their studies, though not so far as could be desired. The master is reported to be a pains-taking man, and well acquainted with Oordoo and Hindee. The Board have authorized the purchase of a few good maps for this Institution with the surplus fees. The school-house is in good repair.

In the district of Shahabad three schools have been in operation during the past year, situated at Arrah, Buxar and *Shahabad.* Sasseram. The number of pupils on the rolls of the school at Arrah at the close of the year, was thirty-five, being five more than at its commencement, and the average daily attendance during the year was thirty. The boys did not appear on the occasion of the Commis-

sioner's visit to the school, to have made as great progress in their studies as might have been attained, and the Collector does not anticipate any improvement unless a teacher be provided more highly qualified than the present master who, however, is a diligent and willing man. The school-house is in good order.

Of the school at Sasseram the Collector, Mr. Travers, reports very unfavorably. The average daily attendance has fallen off to only eight; and several of the boys present when the Collector visited the school were fourteen to fifteen years of age, well acquainted with Persian, some were learning Arabic and scarcely one was in need of an elementary education. Under these circumstances, and as it does not appear that any advantage would result from the school being longer maintained, the Board concur with the Collector in recommending the abolition of the school.

The school at Buxar was visited by the Collector twice in the course of the year. On the first occasion Mr. Travers found the school in a very unsatisfactory state, which he imputed to the inefficiency of the master. He therefore removed him and in his stead appointed another, who, the Collector thinks, will prove an efficient teacher. The boys who now attend this school are precisely those whom the vernacular schools are intended to benefit. They are all very young and began in the school for the most part with their alphabet. Mr. Travers held his second examination in January last, when the boys acquitted themselves creditably, considering that only six months had elapsed since the appointment of the new master. The school-house is reported to be in good repair.

The Commissioner concludes his report with the following observations: 'On the whole, therefore, though the result of the Vernacular Schools in the division for the past year is not so favorable as could be desired, still I do not think it leaves us without hope that improvement may yet be attained, and I should be very sorry were it determined to abandon Vernacular education in this province. The great fault in the system which, in my opinion, operates so much against success, is the inferior class of persons now employed as teachers, and the very limited degree of education acquirable in the schools, and until this is obviated by the employment of teachers far superior to those now employed, I confess I do not see much chance of decided improvement. I would, therefore, most urgently recommend that masters, better qualified to instruct and impart knowledge to their pupils, be employed before the important object of education is given up as hopeless; and I would as strongly urge the introduction of Persian into the schools. I may safely instance the success of the school at Gyah, which is kept up by private subscription. In this school, the masters are well qualified as instructors, and both English and Persian are taught, and the result proves how much the natives appreciate such advantages. The children of most respectable persons are sent to this school, whereas the contrary is the case in the Vernacular Schools, where none but the sons of the lowest class of natives attend. The extent of knowledge and instruction which the pupils at the Gyah School have attained, is most creditable and encouraging, and gives fair hope that if a similar system prevailed, success would be more general. I cannot refer to this school without recommending it most strongly to the patronage of Government, which, I regret to add it now, greatly needs as the present funds are scarcely sufficient to keep up the school in its present efficient state



‘ much longer. I would also bring prominently to the notice of your Board and of Government the most praiseworthy exertions of Deputy Collector Syud Azeem Ood-Deen Hossein Khan in support of this school, which, in my opinion, reflect great credit on that most intelligent and worthy public officer. It also affords me pleasure to bring to the notice of the Board the laudable interest evinced by Mr. Travers, the Collector of Shahabad, in behalf of native education.’ This interest, the Board observe, Mr. Travers, very much to his credit, has shewn wherever he has been.

The number of schools and scholars in the Dacca division is con-

| DACCA DIVISION.          |                  |                           |
|--------------------------|------------------|---------------------------|
| Districts.               | School Stations. | Average daily attendance. |
| <i>Backergunge</i> , - - | Bandooreeparah,  | 14                        |
|                          | Gopalpore, - -   | 23                        |
| <i>Dacca</i> , - - -     | Dhamrye, - -     | 43                        |
|                          | Rajnugger, - -   | 25                        |
| <i>Mymensing</i> , - -   | Nusseerabad, -   | 55                        |
|                          |                  | 160                       |

|                             |           |    |
|-----------------------------|-----------|----|
| Number of Schools attached, | - - -     | 15 |
| In operation,               | - - - - - | 5  |
| Non-effective,              | - - - - - | 10 |

siderably less than in the preceding year, seven schools having been abolished since the submission of the Board's last report. Five are still in operation, and the number of pupils on the rolls at the commencement of the year was two hundred and twenty-three. There were two hundred and thirty-four admissions and one hundred and forty-seven withdrawals during the year, leaving three hundred and ten on the rolls at its close.

The expense incurred by Government on account of teachers was 970 rupees, which apportioned amongst the average number of pupils in daily attendance,

gives 6 rupees and 1 anna, as the cost per annum for the tuition of each.

The schooling fees realized during the year amounted to 130 rupees, 13 annas and 6 pie, which added to the previous balance, gives a total of 332 rupees, 13 annas and 6 pie; but of this sum 96 rupees and 10 annas have been disbursed, leaving an unexpended balance of 236 rupees, 3 annas and 6 pie, 204 rupees and 14 annas were also realized by the sale of 684 volumes of books.

The schools of this district were visited by the Collector in December last. Mr. Read was much pleased with the

*Backergunge.* progress made by the boys in the first class of the Bundooreeparah school, who passed a very creditable examination in geography, grammar and arithmetic. The boys of the other two classes had not improved in proportion in consequence of the master having given his attention principally to the first class. The circumstance was noticed by the Collector and the master has promised amendment. He is reported to be a man of good character, but possessing indifferent qualifications as a teacher. The school-house is said to be in good condition.

The Collector was not well pleased with the pupils of the Gopalpore school. Three only of the boys of the first class passed a fair examination, the others reflected no credit on the master. The second class read indifferently, but passed a good examination in arithmetic. The

third class read pretty well and knew the multiplication table. Mr. Read pointed out to the master the faults he observed in the pupils, and he looks for improvement on his next visit to the schools. But the master is said not to be well-qualified as a teacher, though he bears a good character. The school-house is in good condition.

The patron of this school, Mouluvee Fyzul Allee, died during the past year. The Collector had, however, the pleasure of communicating the thanks of Government to the Mouluvee before his death, and his successors continued to take an interest in the school. Mr. Read thinks such acknowledgments, on the part of Government, are calculated to do good, and he observes that some of the respectable inhabitants about Bandooreeparah have interested themselves respecting the school at that place in the hope of securing the same distinction as Mouluvee Fyzul Allee.

The Collector had not an opportunity of visiting the school at Dham-  
*Dacca.* rye, but his assistant, Mr. Abercrombie, was requested to inspect the school. He found it, to all appearance, in a very flourishing condition. The number of pupils in attendance was seventy-eight, and Mr. Abercrombie was much pleased with the readiness and accuracy with which the boys of the upper classes, particularly the first class, answered the questions put to them. The master of this Institution, Gour Kishen Moetrye, is very highly spoken of, and the success of the school is attributed, in a great measure, to his industry and good management. His salary was raised last year to 25 rupees per mensem, the highest rate allowed, and the Board have, on the recommendation of the local authorities, sanctioned the payment to him out of the schooling fees of 50 rupees as a further reward for his past diligence, and to stimulate him to continue his exertions for the future. The school-house is in good order.

The school at Rajnugger was opened on the 1st May 1849, and was visited by the Collector during the last Muhurram holidays. Mr. Tottenham found thirty-six boys in attendance who were all examined in his presence, and he was well satisfied with the manner in which they acquitted themselves. Some of the pupils had made extraordinary progress, considering the short time the school had been in operation. The master of this school, Hurris Chunder Naug, was selected by public examination at the Dacca College from a number of candidates, and has proved himself well-qualified for his duties, to which he has been very attentive. On the recommendation of the local authorities, the Board have sanctioned the payment of the balance of the schooling fees, 11 rupees and 12 annas, to the master as a reward for his past diligence. The school-house was built by Babu Kalenath Sein, who takes a great interest in the school. It is in good repair, but not capable of accommodating more than forty boys, and is situated in the vicinity of a large bazar, which prevents many of the more respectable inhabitants from sending their children to the school. With a view to obviate these objections, the Babu has engaged to build another house in a more eligible situation.

The only Vernacular School in this district is the one established at  
*Mymensing.* Nusserabad. It was visited by the Collector in January last, fifty-eight boys only out of ninety-two on the rolls were present, but the absence of so many pupils was, in the Collector's opinion satisfactorily accounted for by the master, most of them not having yet returned after the Doorga Poojah holidays. On the whole the result of the examination was satisfactory, though history and geography appeared to have been too much neglected. The Collector



took the opportunity of urging upon the master and the boys of the first class the necessity of increased attention to those studies. The school-house is in tolerably good repairs.

During the year of report, twelve of the seventeen schools, allotted to the Moorshedabad division, were in operation.

| MOORSHEDABAD DIVISION.  |                                    |                           |
|-------------------------|------------------------------------|---------------------------|
| Districts.              | School Stations.                   | Average daily attendance. |
| <i>Beerbhoom</i> , - -  | Sooree, Sudder }<br>Station, - - } | 25                        |
|                         | Hateempore, - -                    | 23                        |
|                         | Soopore, - - -                     | 13                        |
| <i>Bograh</i> , - - -   | Bograh, - - -                      | 40                        |
| <i>Moorshedabad</i> , - | Sydabad, - - -                     | 70                        |
|                         | Jungypore, - -                     | 40                        |
|                         | Candee, - - -                      | 80                        |
| <i>Rajshahye</i> , - -  | Pootea, - - -                      | 36                        |
|                         | Nattore, - - -                     | 10                        |
| <i>Rungpore</i> , - -   | Sydapaash Ha- }<br>mee, - - - }    | 18                        |
|                         | Poorbhag, - -                      | 23                        |
|                         | Bugooreah, - -                     | 29                        |
|                         |                                    | 407                       |

|                             |           |    |
|-----------------------------|-----------|----|
| Number of Schools allotted, | - - -     | 17 |
| In operation,               | - - - - - | 12 |
| Non-effective,              | - - - - - | 5  |

The number of pupils on the rolls at the commencement of the year was four hundred and seventy; there were two hundred and sixty-two admissions and two hundred and sixty-four withdrawals during the year, leaving four hundred and sixty-eight on the rolls at its close. The aggregate daily attendance averaged four hundred and seven, and the total expense on account of teachers was 2484 rupees, 10 annas and  $9\frac{3}{4}$  pie, or 6 rupees, 1 anna and 6 pie, per annum for each pupil.

The fees realized in the course of the year amounted to 160 rupees, 4 annas and 3 pie, which, added to the balance of the last year—477 rupees, and 13 annas—gives a total of 638 rupees, 1 anna and 3 pie.

Of this sum 61 rupees and 3 annas had been expended, and 576 rupees, 14 annas and 3 pie remained in hand; 165 rupees, 13 annas and 9 pie were also realized by the sale of 755 volumes of books.

Of the three schools which have been in operation in this district during the past year, the one at Sooree was abolished by the orders of Government, dated the 20th December, No. 768, on the Board's last annual report, and the Board, in the exercise of the discretion with which they are invested, have since abolished the school at Soopore, so that the Institution at Hateempore is now the only Government Vernacular school in the district. The Collector visited it in February last, and reports that the attendance was very small and that only four boys in the school could read at all. The scanty attendance he ascribed to the circumstance of their being indigenous schools in the neighbouring villages at a little distance from Hateempore, and has recommended its abolition, but as the school was reported last year to be favorably progressing, the Board have resolved to give it a further trial.

The Commissioner visited the school at Bograh in January last, and

*Bograh.* reports that the boys of the first class had gone through the various books used in the school, are well grounded in the rules of arithmetic, able to read native documents fluently and have

made good progress in zemindaree accounts. The boys of the other classes also acquitted themselves creditably and the result of the examination on the whole was satisfactory. Forty-two scholars were present on the occasion of the Commissioner's visit. The Sherepore School in this district was abolished by the Board's orders in June last year, and the sale proceeds of the school-house have been carried to the credit of the school fund, with the consent of the subscribers.

The Collector had not been able to visit the school at Candee during the year, but from what he had heard he was disposed to think it was in a prosperous condition.

*Moorshedabad.*

He states that it is attended by a higher class of native youth than is generally found in the Government Vernacular Schools, and that the teacher appears to be diligent and anxious to improve his pupils. It is much to be regretted that Mr. Hodgson's opinion rests upon no better foundation than mere hearsay, especially as although Mr. Halkett last year reported favorably of this school and that at Jungypore, the Commissioner, from personal inspection, has come to an opposite conclusion regarding the latter. Moreover, the tabular statement, although it exhibits a large number of scholars on the rolls at the close of the year, is unsatisfactory. It shews one hundred and thirty-one admissions during the year; but there were also eighty-six withdrawals. This is not an indication of stability, and the Board have therefore called for further information regarding the school.

On the occasion of his visit to the school at Jungypore the Commissioner found that Mr. Laruletta, a resident at that place, was the sole support of the school. The principal native inhabitants of the town take no interest whatever in its prosperity, and they are represented to be so much at variance with each other as to render it impossible to induce them to unite in the promotion of any useful public object. Apart from this the necessity for a school at Jungypore is not apparent. Mr. Taylor was informed that there are three other schools in this town at which most of the boys attend, the course of instruction being more adapted to their station in life than that pursued in the Government School. The pupils in the school appeared to be chiefly sons of Mr. Laruletta's own servants, and a few boys from the neighbouring villages, who attend the school when they can obtain no employment; but as soon as the silk season sets in, quit it to work as Kuttunees in the filatures. This circumstance accounts for the little progress which the Commissioner found the boys had made in their studies. The pundit too appeared to Mr. Taylor to be quite incompetent as a teacher and to have left the pupils generally to two boys of the first class who were the most advanced. Under these circumstances the Board considered it advisable to close the school, and have issued orders to that effect.

The school at Sydabad was visited by the Collector twice during the year of report, and by the Commissioner also on the 7th January last. Mr. Taylor was well satisfied with the result of the examination. The first class read Bengali fluently and explained it correctly, and were well versed in arithmetic and zemindaree accounts. The other classes also acquitted themselves creditably. The teacher of this school is favorably noticed as very diligent and pains-taking, and the Board have authorized the payment to him of 20 rupees out of the schooling fees, as a reward.

There are forty-four boys on the rolls of the school at Pooteah, of whom thirty-six were present on the occasion of the Commissioner's



visit, but their general attendance appeared, from an inspection of the register, to have been very irregular. The first class were studying the first few chapters of Pearce's Geography, the Monorunjon and Nithikotha. A few of them had also commenced zemindaree accounts. They could write a little from dictation and read some easy manuscript papers, but with the exception of one boy they totally failed in arithmetic. The boys of the other classes were not more advanced in proportion. Of the forty-four boys, whose names were borne upon the register, only fifteen were in the school during the previous year, which fact accounts for the pupils being engaged with the same books as in the preceding year. The school was evidently affording no adequate returns for the money laid out upon it, and the zemindars of the place, who are styled rajahs and comparatively rich and influential hold out no encouragement to it. The pundit also was old and incapable, and under these circumstances the Board have abolished the school. The school at Nattore, in this district, was also abolished in June last.

The schools at the Sydapoorah, Kurnee and Poorbhag which were in operation during a part of the past year were ordered by the Board to be abolished in May 1849.

The Collector visited the school at Bugooreah in January last and found it in an efficient state. There were thirty-four boys on the roll at the close of the year divided into six classes, and they all passed a creditable examination in reading and writing, history, geography and zemindaree accounts. The school is located about fifty miles from the Sudder station. The school-house is in good order.

Nine schools were in operation in the Cuttack division during the

| CUTTACK DIVISION.       |                  |                           |
|-------------------------|------------------|---------------------------|
| Districts.              | School Stations. | Average daily attendance. |
| <i>Cuttack</i> , - - -  | Kendraparah, -   | 23                        |
|                         | Mahasingpore, -  | 40                        |
| <i>Pooree</i> , - - -   | Pooree, - - -    | 13                        |
|                         | Khoordah, - - -  | 15                        |
| <i>Balasore</i> , - - - | Balasore, - - -  | 32                        |
|                         | Bhuddruck, - - - | 13                        |
| <i>Midnapore</i> , - -  | Midnapore, - - - | 42                        |
|                         | Pinglah, - - -   | 23                        |
|                         | Gugnessur, - - - | 30                        |
|                         |                  | 231                       |

Number of Schools allotted, - - - - 11  
 In operation, - - - - - 9  
 Non-effective, - - - - - 2

year of report, being two less than in the preceding year. The number of pupils on the rolls at the commencement of the year was three hundred and sixty-three. There were one hundred and fifty-nine admissions, and one hundred and sixty-seven withdrawals during the year, leaving three hundred and fifty-five at its close. The aggregate daily attendance averaged two hundred and thirty-one. The expense on account of teachers was 2073 rupees, 2 annas and 8 pie, which gives 8 rupees, 14 annas and 10 pie as the cost of tuition per annum for each pupil.

The schooling fees realized in the course of the year amounted to 207 rupees, 8 annas and 1 pie which

added to the former balance of 378 rupees, 5 annas and 10 pie, gives a total of 585 rupees, 13 annas and 11 pie. Of this sum 195 rupees and 8 pie

was disbursed and 390 rupees, 13 annas and 3 pie remained for ordinary expenses; 117 rupees, 3 annas and 7 pie were also realized by the sale of 301 volumes of books.

The Kendraparah School in this district is described as in a flourishing state. The number of pupils has increased from twenty-three to thirty-five, and the attendance during the year was very good, every boy with one exception having been present every school-day. The school was visited by the Collector who reports that the pupils generally had made satisfactory progress in their studies, and the boys of the first class had gone through all the class books. The study of geography has been introduced into this school. The teacher is favorably spoken of and represented as highly qualified.

The school at Mahasingpore at the commencement of the year had seventy-two pupils on the rolls, but the number has been reduced to sixty, the Collector on the occasion of his visit to the school having struck off the names of fourteen boys for irregular attendance, and seven others having withdrawn, whilst nine only were admitted during the year. The boys generally had made creditable progress in their studies, and were well supplied with books. The master is represented to be a competent person and attentive to his duties. On the abolition of the school at Hurryharpore his salary was increased to 20 rupees per mensem.

The school-houses at Kendraparah and Mahasingpore merely require the usual annual repairs to the thatched roofs.

The school at the Sudder station of this district has thirty pupils on the roll, but the average daily attendance was only thirteen. The Collector reports that he visited the school at least once a month, and that the pupils in the higher classes have attained to great proficiency in every branch of Vernacular education. He does not, however, attribute this proficiency to the ability of the master, whom he considers behind his pupils, but to the fact of the pupils, who are either the sons or relations of the amlah, receiving instruction at home.

There are twenty-two pupils on the roll of the school at Khoordah, and the average daily attendance is fifteen. The Collector reports that the pupils have made fair progress in the usual studies. The master is said to be a good teacher. The school-houses at Pooree and Khoordah are both in good condition.

Mr. Forbes reports that there are numerous private schools in the town of Pooree, in which every branch of Vernacular education is taught, and that where the system of education differs from that of the Government Schools, the difference is in favor of the private schools. He also states that there is a general desire amongst the people of the district to give their children a better education than they themselves have received, and that those whose means admit of their doing so provide instruction for their children. From this circumstance, coupled with the fact that the fee payable at the Government School is higher than the poorest class can pay, the Collector concludes that the Government Schools are of no real benefit. The Commissioner, on the other hand, is of opinion that these schools have been chiefly instrumental in creating the desire for education which Mr. Forbes has noticed, and this desire once fairly implanted in the people, the means of cheap education, he observed, will not be wanting. The Government have declared that it is not their design in the establishment of Vernacular Schools to supply the means of education in every village, but to raise the character of Vernacular education by



securing the attendance of the sons of respectable parents, and this object Mr. Gouldsbury thinks has been attained in the Pooree district.

There are now two schools in the district of Balasore, one at the *Balasore.* Sudder station and the other at Bhuddruck. The school at Balasore had fifty-seven pupils on the roll at the commencement of the year, but the withdrawals greatly exceeded the admissions during the year, and at its close there remained only thirty-two pupils. Of this number twenty-one were present at the examination of the school conducted by Deputy Collector Rai Kishenkant Mittre, the Collector being prevented by press of business from visiting the school. The boys generally passed a satisfactory examination.

The Bhuddruck School was visited by Mr. Brown, Deputy Collector, who reports favorably of the progress made by the pupils in their studies. The masters of the schools at Balasore and Bhuddruck are well spoken of and the school-houses are reported to be in good condition.

Three schools have been in operation in the Midnapore district during the past year, one at the Sudder station and the *Midnapore.* others at Pingla and Gugnessur. Of these the school at Pingla has been abolished by the Board since the close of the year of report, the inhabitants having neglected to provide a school-house.

The number of pupils on the roll of the Midnapore School has increased from forty-four to eighty, and the Institution is represented to be in a very flourishing state. The Commissioner visited it when at the station, and was much pleased with the progress of the pupils and with the excellent order in which he found the school-house, which had then been recently finished at a cost of more than 500 rupees. The master is said to be attentive, capable and anxious to do his best, but unequal to the instruction of so large a number of pupils, without assistance, the Board have therefore sanctioned the employment of a second teacher at 8 rupees per mensem.

There are fifty pupils attached to the Gugnessur School. The Collector visited it without notice in December last, and found the school-house in good condition, the master attentive and capable, the scholars regular in their attendance, anxious to learn, and the inhabitants of the place taking a great interest in the progress of the Institution.

| CHITTAGONG DIVISION.   |                  |                           |
|------------------------|------------------|---------------------------|
| Districts.             | School Stations. | Average daily attendance. |
| <i>Chittagong,</i> - - | Noaparrah, - -   | 21                        |
| <i>Bullooah,</i> - - - | Noakhaly, - -    | 21                        |
| <i>Tipperah,</i> - - - | Thorlah, - - -   | 9                         |
|                        | Berkampta, - -   | 11                        |
|                        |                  | 62                        |

|                             |           |   |
|-----------------------------|-----------|---|
| Number of Schools allotted, | - - -     | 8 |
| In operation,               | - - - - - | 4 |
| Non-effective,              | - - - - - | 4 |

Of the eight schools allotted to the Chittagong division four only were in operation during the year 1849. There were eighty-four pupils on the rolls at the commencement of the year; the admissions were twenty-three and the withdrawals thirty-five, leaving seventy-two at its close. The aggregate average daily attendance is sixty-two, and the expense for teachers incurred by the Govt. 1,020 rupees, giving 16 rupees, 7 annas, and 2 pie, as the yearly cost of tuition for each pupil.

The schooling fees realized during the year amounted to 43 rupees, 1 anna, making with the former balance of 58 rupees, 9 annas, a total of 101 rupees, 10 annas. Of this sum 10 rupees, 8 annas, had been disbursed and there remained at the credit of the fund 91 rupees, 2 annas. There were also realized 38 rupees, 14 annas and 6 pie, by the sale of 104 volumes of books.

The only school in operation in this district is the one at Noaparah. The Institution was not inspected by either the *Chittagong*. Collector or the Commissioner during the past year, and the latter officer's annual report contains but little information regarding it. The number of pupils on the roll at the close of the year was twenty-six only, two less than its commencement. The master is described as a person of zeal, temper and intelligence. The school-house is in good condition.

The number of pupils attached to the Noakhaly school (the only one in the district of Bulloah) at the close of the year of report was twenty-three. In this school English is taught as well as Bengali, the master being competent to give instruction in that language, and the Deputy Collector is of opinion, that the permanence of the school depends upon English being included amongst the studies. In addition to the usual routine of Vernacular instruction, the study of surveying and zemindaree accounts has been introduced in the higher classes. Mr. Lautour takes a lively interest in the school, and in addition to his personal supervision, the Deputy Collectors under him visit the school and examine the boys once a fortnight. The Commissioner visited the school in December last and was pleased with the intelligence of the pupils. The late Master Baboo Oditchunder Doss died in November last and his place has been filled by a student from the Dacca College, of whose qualifications, as a teacher, the Deputy Collector entertains a high opinion. The school-house is in bad condition, but Ranee Kateanee, a native lady, who takes an interest in the school, and who is well known to the Government as a lady, who has repeatedly promoted benevolent and useful designs by liberal donations from her private purse, has promised to defray the expense of repairing it.

Two schools were in operation during the past year in zillah Tipperah, one at Thorlah and the other at Berkamtee, but the reports of the local authorities regarding them are very unfavorable. The number of scholars attending them had dwindled down to three or four at each, and the people in the neighbourhood of the schools, principally of the laboring classes, were quite indifferent to the advantages offered by the institutions to their children, and unwilling to purchase them at the least personal sacrifice. The services of the boys as herdsmen being of value to their parents, they are employed in that capacity in preference to being sent to school, and it is the opinion of the Collector that even if they were relieved of the payment of fees and the purchase money of school books the result would be the same. Under these circumstances it did not appear advisable to continue the schools in operation longer, and the Board have accordingly ordered them to be closed.

From the foregoing details it will be apparent to His Honor that in the several divisions now under the Board's control, there were fifty-eight Vernacular Schools in operation during the whole or a part of



the year under review, of which number fifteen have since been closed.

| GENERAL SUMMARY.    |                    |                           |
|---------------------|--------------------|---------------------------|
| Divisions.          | Number of Schools. | Average daily attendance. |
| Jessore, - - - - -  | 16                 | 607                       |
| Dacca, - - - - -    | 5                  | 160                       |
| Moorshedabad, - - - | 12                 | 407                       |
| Bhaugulpore, - - -  | 7                  | 174                       |
| Patna, - - - - -    | 5                  | 92                        |
| Cuttack, - - - - -  | 9                  | 231                       |
| Chittagong, - - - - | 4                  | 62                        |
|                     | 58                 | 1733                      |

School-houses have been erected at all the villages in which schools have been established.

The number of pupils borne on the rolls of the several institutions at the commencement of the year was two thousand, three hundred and fifty. The admissions during the year were one thousand, three hundred and ninety-seven, and the withdrawals one thousand, three hundred and forty-three, leaving on the rolls at its close, two thousand, four hundred and four, the daily average attendance be-

ing one thousand, seven hundred and thirty-three. The expense incurred on account of teachers for the year was 12,452 rupees, 5 annas and 5<sup>3</sup>/<sub>4</sub>, being about 7 rupees, 2 annas and 11 pie per annum for the tuition of each pupil calculated upon the daily average.

The amount of schooling fees realized during the year was 1,208 rupees, 7 annas and 5 pie, making with the balance of the previous year 3,072 rupees, 1 anna and 5 pie, an aggregate sum of 4,269 rupees, 8 annas and 10 pie, of which 528 rupees, 11 annas and 2 pie, were disbursed, leaving 3,740 rupees, 13 annas and 8 pie, available for contingent charges or rewards ; 774 rupees, 8 annas, and 1 pie were also realized by the sale of 2,765 volumes of books.

The Board observing from the reports of the several Commissioners that some of the schools had not been visited during the past year, as enjoined by the orders of Government, have again brought the subject to the notice of the Commissioners and Collectors, and intimated that all cases in which these orders may be hereafter neglected, will be prominently brought to the notice of Government in their annual report."

We trust that the state of Education in Bengal will be deemed by you to be satisfactory, and that the manner in which our duties have been discharged will meet with your approval.

We have the honor to be,  
Honorable Sir,

Your most obedient and humble Servants,  
J. E. D. BETHUNE, *President.*

JAMES WM. COLVILE,  
FRED. JAS. HALLIDAY,  
CECIL BEADON,  
J. GRANT,

J. FORSYTH,  
RUSSOMOY DUTT,  
RAMGOPAUL GHOSE,

F. F. C. HAYES, M: A., *Captain,*  
*Officiating Member and Secretary.*

FORT WILLIAM, }  
March 26, 1851. }





# APPENDIXES.





## Appendix A.

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### SCHOLARSHIP QUESTIONS.

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SENIOR SCHOLARSHIPS, 1850.

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#### Literature Proper.

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FIRST, SECOND AND THIRD CLASSES.

N. B.—This year, four Mathematical classes were formed instead of three, the first three corresponding to what has been hitherto called the first class of Literature, and the fourth to the second.

CORIOLANUS.

*Morning Paper.*

N. B.—Where no question is verbally proposed, it is required that the words or sentences in italics be *clearly* explained.

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Question 1. *Cit.* “We are accounted poor citizens; the patricians, good; what authority surfeits on would relieve us. If they would yield us but the superfluity, while it were wholesome, we might guess they relieved us humanely; but they think we are too dear: *the leanness that afflicts us, the object of our misery, is an inventory to particularise their abundance; our sufferance is a gain to them.*”

2. *Men.*

“You are three,

That Rome should dote on; yet by the faith of men,  
*We have some old crab-trees here at home, that will not  
Be grafted to your relish: yet, welcome, warriors!*  
We call a nettle but a nettle, and  
The faults of fools folly.”

In what play does Shakespeare explain the art alluded to?

What is implied in the two last lines?

What contemporary has the same remark?

3. *Vir.* “Heavens bless my lord from fell Aufidius!”

What part of Shakespeare’s art is this an illustration of?

Quote other passages which have the same scope.

4. *Vol.* “These are the ushers of Marcius : before him  
He carries noise, and behind him he leaves tears.”

In what sense is noise used here ?

What poets use noise in the same sense ?

5. *Cor.* “For the mutable rank-scented many, let them  
Regard me as I do not flatter, and  
Therein behold themselves.”

Sketch the character of the people as it is drawn by Coriolanus ?  
Is the portrait an impartial one ?

6. *Cor.* “Shall !”  
“O good but most unwise patricians ! *why,*  
You grave but reckless senators, *have you thus*  
*Given Hydra here to choose an officer,*  
That with his peremptory “shall,” being but  
The horn and noise o’the monsters, *wants not spirit*  
*To say, he’ll turn your current in a ditch,*  
*And make your channel his.*”

What agreement have “horn” and “noise” respectively ?  
The meaning of the italics.

7. *Cor.* “*This double worship—*  
Where one part does disdain with cause, the other  
Insult without all reason ; where gentry, title, wisdom,  
Cannot conclude, but by the yea and no.  
Of general ignorance,—it *must omit*  
*Real necessities, and give way the while*  
*To unstable slightness. Purpose so barr’d, it follows*  
*Nothing is done to purpose :*

8. Therefore, beseech you,  
You that will be less fearful than discreet,  
That love the fundamental part of state,  
More than you doubt the change on’t, that prefer  
A noble life before a long, and wish



*To jump a body with a dangerous physic  
That's sure of death without it ; at once pluck out  
The multitudinous tongue ; let them not lick  
The sweet which is their poison."*

9. " *Your dishonour  
Mangles true judgment, and bereaves the state  
Of that integrity which should become it,  
Not having the power to do the good it would,  
For the ill which doth control it."*

10. *Sen.* " *Noble tribunes,  
It is the humane way ; the other course  
Will prove too bloody, and the end of it  
Unknown to the beginning."*

11. *Vol.* " *You are too absolute ;  
Though therein you can never be too noble,  
But when extremities speak ; I have heard you say,  
Honour and policy, like unsever'd friends,  
I'the war do grow together : grant that, and tell me,  
In peace what each of them by th' other lose,  
That they combine not there."*

And say what course Volumnia recommends when "extremities speak" ?

12. *Com.* " *He will shake  
Your Rome about your ears."*

*Men.* " *As Hercules  
Did shake down mellow fruit."*

What classical story is alluded to ?

What does Milton compare to the "mellow fruit?"

13. *Auf.* " *First he was  
A noble servant to them ; but he could not  
Carry his honours even ; whether 'twas pride  
Which out of daily fortune ever taints  
The happy man ; whether defect of judgment,  
To fail in the disposing of those chances  
Which he was lord of ; or whether nature*

*Not to be other than one thing, not moving  
From the casque to the cushion, but commanding peace  
Even with the same austerity and garb  
As he controul'd the war."*

Explain clearly the probable reasons why Coriolanus "could not carry his honours even : " and particularly the meaning of the italics. Which of Shakespeare's historical characters was "cur'd" by having "too much honour" taken from him?

14. *Auf.* " *But he has a merit,  
To choke it in the utterance. So our virtues  
Lie in the interpretation of the time:*

15. *And Power unto itself most commendable,  
Hath not a tomb so evident, as a chair  
To extol what it hath done.  
One fire drives out one fire; one nail, one nail."*

16. "So our virtues," &c. Where else does Shakespeare deliver the same opinion?

What celebrated author of the same time agrees with Shakespeare?

17. What is indirectly inculcated in "one fire drives out one fire?"  
Where else does the same figure occur?

18. Point to places in our literature where the following are severally used in the same senses as they are in this play :

"Bedward;" "jump;" "tetter;" "beesom" or "bisson;" "physical;" "reechy;" "batten;" "palter;" "scotched;" "bale;"  
"cautelous;" "boulted;"——And say what their meanings are.

19. Point out the allusions in the following :

(a) "Our veil'd dames  
Commit the *war of white and damask*."

(b) "In that day's feats  
When he might *act the woman in the scene*."

(c) "Though I go alone,  
Like to a lonely dragon, that his fen  
Makes fear'd and talk'd of more than seen."

(d) "You two are old men, tell me one thing."

(e) He "struck Corioli like a planet."

20. What object has Shakespeare in view throughout in this play? What does the play develop?



## BACON'S ESSAYS.

*Afternoon Paper.*

21. "The most tolerable sort of revenge is for those wrongs which there is no law to remedy; but then let a man take heed the revenge be such as there is no law to punish, *else a man's enemy is still beforehand, and it is two for one.*"

What wrongs are alluded to, and why is there no law to remedy them? What sort of revenge is recommended? Explain the meaning of the italics.

22. "Prosperity is not without many fears and distastes; and adversity is not without comforts and hopes. We see in needle-works and embroideries, it is more pleasant to have a lively work upon a sad and solemn ground than to have a dark and melancholy work upon a lightsome ground: judge, therefore, of the pleasure of the heart by the pleasure of the eye."

What are these images of, viz., the "lively work;" the "sad and solemn ground;" the "dark and melancholy work;" the "lightsome ground?" What judgment is to be formed?

23. "*Envy is as the Sunbeams, that beat hotter upon a bank, or steep rising ground, than upon a flat.*"

24. "The rising unto place is laborious, and *by pains men come to greater pains*; and it is sometimes base, and *by indignities men come to dignities*. *The standing is slippery*, and *the regress is either a downfall, or at least an eclipse, which is a melancholy thing.*"

25. "As in nature, things move violently to their place, and calmly in their place, so virtue in ambition is violent, in authority settled and calm."

Illustrate the antecedent, and consequent of this simile from Natural Philosophy and History.

26. "*Such men in other men's calamities, are, as it were, in season, and are ever on the loading part:* \* \* ———— 'misanthropi that make it their practise to bring men to the bough, and yet have never a tree for the purpose as Timon had.' "

Point out the allusion in the latter part; and explain in what they are worse than Timon was.

27. "*Shepherds of people had need known the calendar of tempests in state, which are commonly greatest when things grow to equality.*"

28. To give moderate liberty for griefs and discontentments to evaporate (so it be without too great insolency or bravery) is a safe way; "for

*he that turneth the humours back, and maketh the wound bleed inwards, endangereth malign ulcers and pernicious imposthumations."*

29. "The increase of any estate must be upon the foreigner, *for whatsoever is somewhere gained is somewhere lost*" ?

Is this true ?

30. "The first remedy, or prevention, is to remove, by all means possible, that material cause of sedition whereof we spake, which is, want and poverty in the estate: to which purpose serveth the opening and well balancing of trade."

Explain what was meant by "the balance of trade." In what did it originate? Had it the tendency Bacon ascribes to it?

31. "Atheism leaves a man to sense, to philosophy, to natural piety, to laws, to reputation; but superstition dismounts all these, and erecteth as absolute monarchy in the minds of men."

Shew by an example in each case how superstition dismounts (a) sense, (b) philosophy, (c) natural piety, (d) laws, (e) reputation.

32. "The master of superstition is the people, and in all superstition wise men follow fools; and arguments are fitted to practise in a reversed order."

33. "Occasion turneth a bald noddle after she hath presented her locks in front, and no hold taken; or at least turneth the handle of the bottle first to be received, and after the belly which is hard to clasp."

34. "Let princes or states choose such servants as have not this mark (referring all to themselves,) *except they mean their service should be made but the accessory.*"

Which of Shakespeare's characters professes "this mark?"

35. "As the births of living creatures at first are ill-shapen, so are all innovations, which are the births of time; yet, notwithstanding, as those that first bring honour into their family are commonly more worthy than most that succeed, so the first precedent (if it be good) is seldom attained by imitation; for ill to man's nature as it stands perverted, hath a natural motion strongest in continuance; but good, as a forced motion, strongest at first."

What is the "first precedent?"

What is "the imitation?"

Suppose the "first precedent," be bad, what will be the consequence?

36. "The great multiplication of virtues upon human nature resteth upon societies well ordained and disciplined; for commonwealths and good



governments do nourish virtue grown, but do not much mend the seeds? but the misery is, that the most effectual means are now applied to the ends least to be desired."

Does the testimony of history support the assertion in italics?

With what neglect are even good governments charged?

Particularise some of "the ends least to be desired."

37. "*Neither is it almost seen that very beautiful persons are otherwise of great virtue; as if nature were rather busy not to err, than in labor to produce excellency.*"

38. "*Honour that is gained and broken upon another hath the quickest reflection, like diamonds cut with facets; and therefore, let a man contend to excel any competitors of his in honor, in outshooting them, if he can, in their own bow.*"

39. "It may be Plato's great year, if the world should last so long, would have some effect," &c.

What is the length of Plato's great year?

What poets speak of it?

40. Where else in our literature may figures, nearly identical with the following, be found;

(a) "The breath of flowers comes and goes like the warbling of music;"

(b) Poetry a shadow;

(c) The "lively work upon a sad and solemn ground."

(d) "Virtue is like precious odours, most fragrant when they are incensed or crushed."

(e) A compassionate heart compared "to the noble tree that is wounded itself when it gives the balm."

(f) Beautiful persons compared to Apelles' Venus.

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#### FOURTH CLASS.

#### KING JOHN.

#### *Morning Paper.*

1. *Eli.* "This might have been prevented, and made whole  
With very easy arguments of love."

What "arguments of love" are alluded to?

Quote other passages from this play that have the same scope or aim with this.

2. *Bast.* “ But this is worshipful society,  
 And fits the mounting spirit like myself;  
 For he is but a bastard to the time,  
 That doth not smack of observation ;  
 And so am I, whether I smack or no ;  
 And not alone in habit and device,  
 Exterior form, outward accoutrement,  
 But from the inward motion to deliver  
 Sweet, sweet, sweet poison for the ages tooth ;  
 Which though I will not practice to deceive,  
 Yet, to avoid deceit, I mean to learn,  
 For, it shall strew the footsteps of my rising.”

What is it the intention of the Bastard to practise in order to rise ?  
 Why, according to the Bastard, is it expedient to observe the time ?  
 Particularise the most striking qualities of this character.

3. *Eli.* “ I see a yielding in the looks of France ;  
 Mark how they whisper ; urge them while their souls  
 Are capable of this ambition :  
*Lest zeal, now melted by the windy breath  
 Of soft petitions, pity and remorse,  
 Cool and congeal again to what it was.*

To whom, and of whom does Elinor speak ?

“ *This ambition ;*” What ambition ?

The meaning of the *italics*.

N. B.—*Where no question is verbally proposed, a clear explanation of the italics opposite the number is what is required.*

4. *K. Phi.* “ Brother of England, how may we content  
 This widow lady ? In her right we came,  
 Which we, God knows, have turn'd another way,  
 To our own vantage.”

Sketch briefly an outline of the general character of the Kings and  
 Barons of John's time as it is reflected in this play.

5. *Cons.* “ Thou may's't, thou shalt, I will not go with thee.  
 I will instruct my sorrows to be proud,  
 For grief is proud, and makes his owner stoop  
 To me and to the state of my great grief,



Let Kings assemble ; for my grief's so great,  
That no supporter but the huge firm Earth,  
Can hold it up ; here I and sorrow sit ;  
Here is my throne, bid Kings come bow to it."

What constitutes the " state" of her " great grief?"  
Sketch the character of Shakespeare's Constance.

6. *K. John.* " Thou canst not, cardinal, devise a name  
So slight, unworthy, and ridiculous,  
To charge me to an answer as the pope."

What does the poet aim at here, or is the sentiment in  
place only as coming from King John?

*Blanch.* " The lady Constance speaks not from her faith,  
But from her need."

7. *Cons.* " O if thou grant my need,  
*Which only lives but by the death of faith,*  
*That need must needs infer this principle,—*  
*That faith would live again by death of need."*

8. *Pand.* " *The better act of purposes mistook*  
*Is to mistake again : though indirect,*  
*Yet indirection thereby grows direct,*  
*And falsehood, falsehood cures."*

And say in what other play Shakespeare enforces the same  
argument.

9. *Bast.* " Now, by my life, this day grows wonderous hot ;  
Some airy devil hovers in the sky ;  
And pours down mischiefs."

From what superstition is this borrowed ?  
Where does Milton speak of these Demons ?  
Where does Shakespeare use " under fiends," and in which  
of his plays does he introduce airy spirits ?

10. *K. John.* " Come hither, Hubert. O, my gentle Hubert,  
We owe thee much ;

\* \* \* \* \*

Give me thy hand. I had a thing to say,  
But I will fit it with some better time ; &c."

Explain fully why John defers saying what he had to say.

11. *K. Phi.* “ So, by a roaring tempest, on the flood,  
A whole armado of convicted sail  
Is scattered and disjoin’d from fellowship.”  
What historical fact is alluded to here?  
What are “whole armado—;” “flood”; “roaring tempest”; respectively compared to?
12. *Const.* “ Preach some philosophy to make me mad.”  
\* . \* \* \*  
“ He talks to me that never had a son.”——  
What, according to Shakespeare, is necessary to sympathy?  
Quote passages which are parallel to these, from others of his plays.
13. *K. John.* “ Why do you bend such solemn brows on me?  
Think you, I bear the shears of destiny?”  
In whose hands does Milton place these “shears” in one of his minor poems?  
Whether is Shakespeare or Milton true to the Greek fable?
14. *K. John.* “ Our discontented counties do revolt;  
Our people quarrel with obedience;  
Swearing allegiance, and the love of soul  
To stranger blood, to foreign royalty.  
*This inundation of mistemper’d humour  
Rests by you only to be qualified.  
Then pause not; for the present time’s so sick,  
That present medicine must be minister’d,  
Or overthrow incurable ensues.*”  
And say how “this inundation of mistemper’d humour” is elsewhere, in this play, described?  
What are “counties” used for, and where else does the word occur in the same sense?
15. *Bast.* “ If thou didst but consent  
To this most cruel act, do but despair;  
And if thou want’st a cord, the smallest thread  
That ever spider twisted from her womb  
Will serve to strangle thee.”



Explain clearly how the “smallest thread would serve,” &c.

What favourite theory of Shakespeare’s is implied in the passage?

16. Is there reason to believe that Shakespeare’s Elinor is implicated in the murder of Arthur?

17. *Bast.* “Shall a beardless boy,  
A cocker’d silken wanton, brave our fields,  
And flesh his spirit, in a warlike soil,  
Mocking the air with colours idly spread.”

Explain the meaning of this; and say into what poem the last line, with slight alteration, is introduced.

What poet has “silken son of dalliance?”

18. *Bast.* “Now, now, you stars, that move in your right spheres,  
Where be your powers?”

To whom does the Bastard figuratively address himself?

Explain “the right motion” of the stars, according to the philosophy from which the figure is borrowed.

What art is alluded to in “where be your powers?” and what science grew out of it?

19. In what significations are the following used; and point to places in our literature where they occur in the same senses?

“Toys;” “swing’d;” “scroyles;”

“Swart;” “prodigious;” “peised;”

“rounded in the ear;” “clip;”

“gracious;” “commodity;”

“utmost corner of the west;”

“scamble;” “rankness;” “scath.”

## ADDISON.

N. B.—Where no question is verbally proposed a clear explanation of the *author’s meaning*, in the italicised passages, is required.

20. “*There are others so excessively modest, that they deliver the character of the person departed in Greek or Hebrew, and by that means are not understood once in a twelve month. In the poetical quarter, I found there were poets who had no monuments and monuments which had no poets.*”

21. What is the difference, according to Addison, between true and false humour?

22. What is meant in criticism by "poetical justice?"

Addison's opinion of the law.

23. In what terms does Addison speak of tragi-comedy?

Has opinion undergone any change since the time of Addison?

24. "He had not proceeded much further when he observed the thorns and briars to end, and give place to a thousand beautiful green trees covered with blossoms of the finest scents and colours, that formed a wilderness of sweets, and were a kind of lining to those ragged scenes which he had before passed through."

Is there any "foreign infusion" in this?

25. According to Addison, what is the difference between true and false wit?

Whether is laughter necessary to wit, or to humour, or to both?

Dryden's definition of wit: and Addison's objection to it.

26. The quality of the following;

(a) "To rouse him from lethargic dump  
He tweak'd his nose, with gentle thump  
Knock'd on his breast, as if't had been  
To raise the spirits lodg'd within."

(b) "O'er tortur'd by that ghastly ride,  
I felt the blackness come and go,  
And strove to wake; but could not make  
My senses climb up from below."

(c) "The reason, Sancho, said his master, why thou feelest that pain all down thy back, is that the stick which gave it thee was of length to that extent."

27. Define 'acrostic,' 'anagram,' 'pun,' 'rebus,' 'wings,' 'altars.'

28. Describe that style which Addison calls "the Gothic manner of writing."

Whether is it preferred by the learned, or the unlearned?

29. "This good-nature, however, in the constitution, which Mr. Dryden somewhere calls a milkiness of blood, is an admirable groundwork for the other."



What does Lady Macbeth call it?

What does Lord Bacon compare it to?

30. “The philosopher, the saint, or the hero, the wise, the good, or the great man very often lie hid, or concealed in a Plebeian, which a proper education might have disinterred and brought to light.”

Which of our Poets has clothed the same thought in verse?

31. “*A man who is furnished with arguments from the mint, will convince the antagonist much sooner than one who draws them from reason and philosophy. Gold is a wonderful clearer of the understanding ; it dissipates every doubt and scruple in an instant ; accommodates itself to the meanest capacities ; silences the loud and clamorous, and brings over the most obstinate and inflexible. Philip of Macedon was a man of most invincible reason this way. He refuted by it all the wisdom of Athens, confounded their statesmen, struck their orators dumb, and at length argued them out of all their liberties.*”

32. Notice some of the most remarkable weaknesses, follies, and vices satirised by Addison in the Spectator.

#### JOHNSON’S VANITY OF HUMAN WISHES.

33. “*Fate wings with every wish th’ afflictive dart,  
Each gift of nature, and each grace of art;  
With fatal heat impetuous courage glows,  
With fatal sweetness elocution flows,  
Impeachment stops the speaker’s powerful breath,  
And restless fire precipitates on death.*”

Explain clearly, without metaphor, the meaning of the italics, and illustrate it by examples drawn from history.

34. “Our supple tribes repress their patriot throats,  
And ask no questions but the price of votes ;  
With weekly libels, and septennial ale,  
Their wish is full to riot and to rail.”

What tribes are alluded to ? and why are they called “supple?”

What is patriot used for ?

What questions should they ask ?

Why “*weekly*” libels, and “*septennial*” ale ?

35. "There mark what ills the Scholar's life assail,  
Toil, envy, want, the patron, and the jail.  
See nations slowly wise, and meanly just,  
To buried merit raise the tardy bust."

Did Johnson experience any of the "ills" he names?

Why does he complain of nations being "*slowly*" wise, and  
"*meanly*" just?

36. "His fall was destined to a barren strand,  
A petty fortress and a dubious hand;  
He left a name, at which the world grew pale,  
To point a moral or adorn a tale."

To whom does Johnson apply these verses?

To what early kings of England are they, with slight alteration,  
equally applicable; and what modern 'tale' does his name  
'adorn'?

37. "At length his sovereign frowns—*the train of state*  
*Mark the keen glance, and watch the sign to hate.*  
Where'er he turns he meets a stranger's eye,  
His suppliants scorn him, and his followers fly;  
*Now drops at once the pride of awful state,*  
The golden canopy, the glittering plate,  
The regal palace, the luxurious board,  
*The liveried army, and the menial lord;*  
With age, with cares, with maladies opprest,  
He seeks the refuge of monastic rest,  
Grief aids disease, remembered folly stings,  
And his last sighs reproach the faith of Kings."

The meaning of the italics.

What did a 'state' formerly signify?

In what words did Wolsey "reproach the faith of Kings?"

38. "Must helpless man, in ignorance sedate,  
Roll darkling down the torrent of his fate?"

The literal meaning of these verses

What poet had the credit of coining "darkling?" and justly or  
unjustly?

39. Explain the meaning, and derivation of 'sycophant;' the meaning  
of 'madded;' 'modish;' 'palladium;' 'farce;' 'motley.'



## CAMPBELL'S PHILOSOPHY OF RHETORIC.—Books I. II.

*Morning Paper.*

1. What is Campbell's definition of Eloquence? and what are the ends to one or other of which, as its end, every discourse must be adapted?

2. In what sense does he always use the word 'pathetic'? Explain what he means by 'the vehement.'

3. In what do Wit and Humour consist, and what is the distinction between them?

4. Point out and explain briefly all the witty or humorous ideas in the following passages :

(1.) "Great on the bench, great in the saddle,"  
 "That could as well bind o'er as swaddle:"  
 "Mighty he was at both of these,"  
 "And styled of war as well as peace:"  
 "So some rats of amphibious nature,"  
 "Are either for the land or water."

(2.) "For when the restless Greeks sat down"  
 "For ten long years before Troy town,"  
 "And were renowned as Homer writes,"  
 "For well soled boots no less than fights."

(3.) "For some think that the spirit is apt to feed on the flesh, like hungry wines upon raw beef; others believe there is a perpetual game at leap-frog between both; and sometimes the flesh is uppermost and sometimes the spirit; adding that the former, while it is in the state of a rider, wears huge spurs; and when it comes to the turn of being bearer, is wonderfully headstrong and hard-mouthed."

5. What are the differences between demonstrative and probable or moral evidence?

6. He maintains that every syllogism necessarily involves a *petitio principii*. Examine the grounds on which this doctrine rests.

7. Enumerate the circumstances that are chiefly instrumental in operating on the passions. Shew how they are made use of in Antony's speech over the body of Cæsar.

8. Explain wherein probability and plausibility differ. Do you, with Campbell, consider them "totally distinct."

*Afternoon Paper.*

1. What are the distinguishing qualifications of that use which is the sole standard of style? Explain their import and extent.

2. In the following instances of divided use, point out to which you assign the preference, and on what principle.

(1.) By consequence or of consequence. (2.) Scarcely or scarce. (3.) Subtraction. (4.) Contemporary or cotemporary. (5.) Though it be never so great or ever so great. (6.) Accept or accept of.

3. What are the canons by which you would judge many words and phrases favoured by good use not worthy to be retained? Mention some which you would reject.

4. Shew how former use differs from present use, in the words state and estate, property and propriety, import and importance, decompound, affect.

5. To what faults are the names barbarism, solecism, impropriety applied?

6. What does Campbell mean by an idiotism? Mention some.

7. What is the result which, Quintilian says, ought to be sought and obtained by perspicuity?

8. Point out any faults, obscurities, or vulgarisms which occur in the following passages: and remove them by as slight alterations as possible.

(1.) This noble nation hath of all others admitted fewer corruptions.

(2.) The greatest masters of critical learning differ among one another.

(3.) The conscience of approving one's self a benefactor to mankind is the noblest recompense for being so.

(4.) He aimed at nothing less than the crown.

(5.) He seeks something for beguiling the heavy hours of life.

(6.) Is not man superior to the brutes? For what? It is for reason—reason alone that he is considered as the Lord of the Creation.

(7.) If youth be spent in idleness, we will have occasion to experience in old age the want of that knowledge we have missed to acquire.

(8.) The calamities or happiness of children are due to the negligence or good conduct of parents.

(9.) We surely pity that man who neglects the faculties with which nature has endowed him: because he will entirely turn a great vagabond.

(10.) “Howbeit not this” (patriarchal government) “the only kind of regiment that hath been received in the world.”



(11.) “ Sith men naturally have no full and perfect power to command whole politic multitudes of men therefore utterly without our consent we would be at no man’s commandment living.

(12.) “ In this sort to broach my private conceit for the ordering of a public action I should be loth, (albeit I do it not otherwise than under correction of those whose gravity and wisdom ought in such cases to overrule) but that so venturous boldness I see is a thing now general; and am thereby of good hope that where all men are licensed to offend no man will shew himself a sharp accuser.”

(13.) “ Among authors of books of any sort of note we recollect of none unless the writer before us who have, &c.”

(14.) “ If it is any honour, it has been conferred upon me, to have received from Napoleon’s heir the literary work which he composed in prison, well knowing, as he did, and expressing his regret for my sentiments on his uncle.”

9. Mention, with instances, in what ways Campbell has sometimes transgressed his own canons of style.

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## History.

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### FIRST, SECOND AND THIRD CLASSES.

#### ARNOLD’S ROME, VOL. I.

##### *Morning Paper.*

1. Who are the principal authorities for this part of the History of Rome, and what materials did they use? State the marked features of the books of Livy and Dionysius.

2. Mention the chief parts of the Servian constitution, and distinguish between the assemblies of the curies, centuries, and tribes.

What modifications did the Publilian law make?

3. Give the Legend of Tarquinius Superbus, and point out some of the greater inconsistencies in it.

4. Describe the state of the Plebs in the early period of the republic, and give the causes which led to the first secession of the Mons Sacer.

5. What was the nature of the Agrarian laws and the history of Sp. Cassius as connected with them?

6. Give the principal contents of the Laws of the Twelve Tables.

By what assembly were they confirmed?

7. Compare the relative positions (political and national) of Rome and Carthage in respect to their neighbours, about A. U. 360.

## ELPHINSTONE'S INDIA, VOL. I.

*Afternoon Paper.*

1. What are the natural divisions of Hindustan and the Dakhan,—and the forest and mineral productions?
2. What is known of the ancient commerce of India; its chief exports and imports: and what circumstances tend to shew that its vessels were in the habit of crossing the adjacent seas?
3. Give the principal changes of caste since the time of Menu.
4. Give some account of the Sanscrit Literature.
5. Assuming the identity of Chundragupta and Sandracottus, what date may be assigned to the war of the Maha Bharat? What is the probable age of Menu and the Vedas?
6. What are the prominent claims to originality in Hindu Science, especially in Algebra and Astronomy, and the principal reasons for supposing rather that the Egyptians are indebted to India than the reverse?
7. Mark the limits to the conquests and the sovereignty of Mahomed Ghaznavi.
8. Give his character.
9. Point out the causes which prevented the Arabs from effecting the conquest of India in a similar manner to that of Persia.

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 FIRST CLASS.

## ENGLISH HISTORY.

*Morning Paper.*

1. In what shape did the feudal system exist in England? Illustrate your account by references to history.
2. What were the principal circumstances which contributed to the rise of the papal supremacy in England from the conquest to the time of John?
3. Give the leading particulars of the quarrel between Henry and Anselm and the compromise effected.
4. On what occasions were the 'Battle of the Standard' and the 'Battle of Bannockburn' fought? State their consequences.
5. What were the great privileges, secured to the nation by Magna Charta?
6. Shew that the stability of kingdoms was advanced by the municipalities and corporations.



When and where did corporate bodies first obtain charters?

7. Sketch the leading events of the Reign of Richard the Second.

8. Contrast his character with that of the Second Edward.

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### *Afternoon Paper.*

1. What were the chief social and political consequence of the battle of Hastings?

2. Give the history of Robert Duke of Normandy as far as it is connected with that of England.

3. State the respective claims of Matilda and Stephen to the Crown of England and the termination of the contest.

What was the Salique Law? Did it apply to England?

4. What were the 'Constitutions of Clarendon' and the 'Provisions of Oxford'?

How far did they become law?

5. Give the character of Richard the First.

6. From what period does the House of Commons date? Under what circumstances had it been previously convoked?

7. Give the account of the taking of Calais after the battle of Crecy.

8. What were the terms of the peace of Bretigni?

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## **Mathematics.**

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### FIRST CLASS.

#### DIFFERENTIAL AND INTEGRAL CALCULUS.

### *Morning Paper.*

1. Assuming the expansion for  $\log_a x$  in terms of  $x$  and its powers find the coefficient of  $h$  when  $x + h$  is written for  $x$ .

2. Differentiate  $\frac{x}{\sqrt{1-x^2}} \left\{ \frac{x}{1+\sqrt{1-x^2}} \right\}^n$ , and  $\frac{y^2}{u}$ ,  $u$ ,  $y$  and  $z$  are functions of  $x$ ; also find the  $n^{th}$  differential coefficient of  $\frac{1}{a^2+x^2}$

3. Prove that  $\frac{f(b)-f(a)}{b-a}$  and  $d_x f(x)$  have the same sign as long as  $x$  lies between  $a$  and  $b$ , provided the sign of  $d_x f(x)$  remains the same while  $x$  changes continuously from  $a$  to  $b$ .

4. Expand  $f(x+h)$  in a series of ascending powers of  $h$  when  $x$  is indeterminate, and hence prove that  $f(x) = f(x)_{(x=a)} +$

$$d_{(x=a)} f(x) \frac{x-a}{1} + d^2_{(x=a)} f(x) \frac{(x-a)^2}{1 \cdot 2} + \&c.$$

5. Shew how to investigate the necessary condition that a given function may have a maximum or minimum when the requisite value of  $x$  makes it impossible to expand by Taylor's theorem.

6. Shew that curves which have a contact of the second order cut one another in the point of contact and generally that they cut or touch as the contact is of an even or odd order.

7. Investigate an expression for the radius of curvature to any point in a spiral in terms of  $SP$  and  $\theta$ . Shew how to determine if the spiral has a point of inflexion.

8. Integrate  $\frac{1}{x \sqrt{x^2 + a^2}}$  and  $\sqrt{ax + x^2}$

9. Shew how to determine the partial fraction corresponding to a quadratic factor which has impossible roots and which occurs only once in

the denominator. Hence integrate  $\frac{x+2}{x^2+x+1} \cdot \frac{1}{x^2+3}$

10. Shew how to integrate  $\frac{x^m}{x^n+1}$  where  $m$  and  $n$  are positive whole numbers.

### Afternoon Paper.

1. Given  $y = x \cdot e^y$  prove that  $\frac{y}{x} = 1 + \frac{2x}{1 \cdot 2} + \frac{(3x)^2}{1 \cdot 2 \cdot 3} + \frac{(4x)^3}{1 \cdot 2 \cdot 3 \cdot 4} + \dots$

2. Let  $f(x, y) = 0$  be an equation in which  $y$  is considered a function of  $x$ , write down the third derived equation.

3. The equation to the evolute of an ellipse is  $(y-b)^{\frac{2}{3}} + (x-a)^{\frac{2}{3}} = (a^2-b^2)^{\frac{2}{3}}$  where  $a$  and  $b$  are the semi axes of the ellipse, trace the evolute and shew to what portion of the ellipse each portion of the evolute belongs.

4. Trace the curves whose equations are  $y + x + 1 = (1-x)^{\frac{2}{3}}$  and  $x^3 + y^3 - ax^3 = 0$

5. Integrate  $x^4 (a^2 + x^2)^{-\frac{7}{2}}$   $\frac{1}{1+x \cdot \sqrt{1+x^2}}$   $\frac{1}{(a^2+x)^3}$  and

$\frac{1}{(1+b \cdot \cos. x)^2}$  also find the coefficient of  $x^6$  in the expansion of  $\int_x^3 + 4x$



6. Find the values of  $\int_0^\infty x^n e^{-x} dx$  between the limits  $x = 0, x = \infty$  and  $\int_0^{\frac{\pi}{2}} x (\sin. x)^n dx$  between the limits  $x = 0, x = \frac{\pi}{2}$   $n$  being a positive integer.

7. An egg in the form of a prolate\* spheroid is placed in a cup of the same shape. The egg and the cup have equal minor axes and unequal major axes; find the volume in the cup not occupied by the egg.

8. If  $P$  be any point in a cycloid and  $O$  the corresponding position of the generating circle, shew that  $PO$  touches another cycloid of half the dimensions.

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## OPTICS.

### *Morning Paper.*

1. Find the form and position of an image when the light from an object has been reflected at each of two plane mirrors. Within what space must the eye be situated to see a given point by reflection at a single plane mirror.

2. Find the focus of the reflected rays when a small diverging pencil is incident, directly on a convex spherical mirror, and shew that the conjugate foci always lie on the same side of the principal focus.

3. A rectangular box, at the bottom of which is a plane mirror, contains an unknown quantity of water; from the (given) angle at which a ray of light must enter through one of two small holes in the lid in order that after refraction and reflection it may emerge at the other, determine the height of water in the box.


4. In the three simple cases find expressions for the deviation of a ray of light in passing through a refracting prism in terms of the angle of the prism and the refractive index.

5. Divergent rays are incident upon a concave refracting surface find the position of the geometrical focus. When the conjugate foci are between the centre and the surface, find where the distance between them is a maximum.

6. In any ordinate perpendicular to the axis of a parabola a luminous point is situated, and a ray from this point parallel to the axis is incident upon the parabola, and after two reflexions again meets the ordinate, prove that the length of the path will be the same from whatever point in the ordinate the ray proceeds.

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\* Generated by the revolution of an ellipse round its *major* axis.

7. Find the principal focal length of a convex meniscus the thickness of the lens being small but perceptible. 

8. Explain the cause of short and long sightedness and find what form of lens is requisite to correct each defect.

9. If  $a$  and  $b$  be the distances of any two geometrical foci  $Q$  and  $q$  from the surface of a spherical refracting medium whose radius is  $r$  and  $Q'$ ,  $q'$  any other two geometrical foci shew that

$$\frac{b}{a} \cdot \frac{1}{qq'} - \frac{\mu a}{b} \cdot \frac{1}{QQ'} = \frac{\mu - 1}{r}$$

10. By figure and explanation find the field of view in the Newtonian telescope.

11. Find the magnifying power of Galileo's telescope to an eye that can only see at the distance of 12 inches, having given the focal lengths of the object and eye glass to be 24 and 3 inches respectively.

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## ASTRONOMY.

### *Afternoon Paper.*

1. Shew that the earth's figure is that of a globe, differing little from a sphere; and describe the methods of finding its diameter, and also the diameter of its orbit.

2. Trace the changes in the position of the sun's diurnal circle as observed at a given place in the course of a year, and shew in what latitude he will be visible for 12 and for 24 hours respectively, when he has a given north declination.

3. Describe the vernier. The limb of the instrument is divided into spaces of 5' each, and 9 divisions of the limb correspond to 8 of the vernier; to what accuracy will it read off?

4. Describe the transit instrument and the mode of making an observation with it. What corrections must be applied to an observation before we can ascertain the true position of the object?

5. Explain the cause of astronomical refraction, and shew how to find the coefficient of refraction by observations on two circumpolar stars.

6. Explain the method of finding the longitude of a place by measuring the moon's distance from the sun or from a bright star.

7. Explain the cause of aberration, and find its effect on the right ascension and declination of a star.

8. Find the time, magnitude and duration of a lunar eclipse.



9. The moon's diameter being 1867," and the moon's parallax 3421" find approximately in seconds the moon's apparent diameter at a place on the earth's surface having the moon in the zenith.

10. A circumpolar star is observed  $n$  times in 24 hours, all the intervals being equal. Shew that the sum of the cosines of the zenith distances  $= n \sin. l. \sin. d$ : where  $d, l$  are the star's declination and the latitude.

11. The zenith distances of a star, being observed on the same vertical circle, are  $z_1, z_2$  shew that  $\tan. \frac{z_1}{2} \tan. \frac{z_2}{2} = \tan \frac{d-l}{2} \cotan. \frac{d+l}{2}$ ;  $d, l$ , being the star's declination and the latitude.

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## SECOND CLASS.

### CONICS AND HYDROSTATICS.

#### *Morning Paper.*

1. Find the equation to a straight line drawn through a given point and perpendicular to a given straight line. Prove that the perpendiculars let fall from the angles of a triangle on the opposite sides pass through one point.

2. Find the polar equation to the circle, the pole  $S$  being without the circle. Deduce the length of the tangent to the circle from  $S$ , and find the limits of  $\theta$  the polar angle.

3. Whatever point in a parabola be taken for the origin of coordinates, its equation can be reduced to the form  $y^2 = 4ax$ ; where  $a$  is constant.

4. In the ellipse the rectangle contained by the perpendiculars from the foci upon the tangent at any point is equal to the square of the semi-axis minor.

5. If at the extremities of any two conjugate diameters to the hyperbola tangents be applied, so as to form a parallelogram, the area of the parallelogram is constant.

6. Define a level surface, and describe the level instrument used in surveying.

7. State the conditions under which a floating body will remain at rest, and determine the three cases of equilibrium by examining the position of the metacentre.

8. If  $x$  be the true weight of a body,  $w$  its weight in air, and  $w'$  its weight in water, then  $x = w + m(w-w')$  nearly: where  $m$  is the specific gravity of air. What is the arithmetical value of  $m$ ?

9. In the common barometer shew how to correct for the height of the barometric column in consequence of the rise and fall of the mercury in the cistern—What are the disadvantages in using the wheel barometer, and in practise what variable elements have to be considered.

10. Illustrate by figures the forcing and lifting pumps.

11. By what different means is heat conveyed from a body, and under what circumstances would a hot body retain its heat the longest. Why do we wear in winter dark and in summer light colored clothes; and why do we cover our bodies, and ice, with blankets, for different purposes.

12. Explain the formation of dew, and why it is more abundant in hot than in cold weather. In making ice, a *clear, calm* night and a space *free from trees* and jungle are selected; water is put into *broad, shallow* vessels, which are placed upon a *little straw on the ground*; and by morning it has become ice. Give the reasons for all this, as indicated by the words in *Italics*.

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### *Afternoon Paper.*

1. P is any point in a parabola, S the focus, and A X the axis of X, find the equation to the straight line bisecting the angle PSX. Explain the meaning of the double answer, and shew that the line is parallel to the tangent at P.

2. If from any point P of a circle, PC be drawn to the centre C, and a chord PQ be drawn parallel to any fixed diameter ACB, and bisected in R, shew that the locus of the intersection of CP and AR is a parabola.

3. From P any point in an ellipse, lines are drawn to A and A' the extremities of the major axis, and from A and A' lines are drawn perpendicular to AP, A'P: shew that the locus of their intersection will be another ellipse, and find its axis.

4. From certain points, pairs of equal tangents can be drawn to the ellipse: find the locus of those points.

5. Determine when the general equation of the second degree represents two intersecting straight lines, or only a single point.

6. A tetrahedron, (a solid figure contained by four equal and equilateral triangles) having one of its sides as a base, is filled with fluid; find the weight of the fluid, and the centre of pressure on one of the sides.

7. The specific gravity of coal is about 1.12, that of water being 1 and a cubic foot of water weighs 1000 oz.: find the edge of a cubical block of coal weighing 2000 tons.



8. A cylindrical vessel, the radius of its base being one foot, contains water: if a cubic foot of cork (specific gravity = .24) be allowed to float in the water, find the additional pressure sustained by the curved surface and by the base.

9. A body floats in a mixture of two fluids with a volume  $A$  immersed; one-half of the mixture being removed, and its place supplied by an equal quantity of the lighter fluid, the same body floats with a volume  $A+B$  immersed. Determine the ratio of the quantities of fluid in the original mixture, supposing the volume of the mixture to be equal to the sum of the volumes of the component fluids. Explain the result when the densities of the fluids are as  $A+B : A-B$ .

10. What must be the vertical angle of a conical vessel in order that when it is placed with its vertex upwards and filled with heavy fluid through a hole at the vertex, the pressure on the curved surface may be to the pressure on the base as 4 to 3. Prove that this ratio cannot for any cone be less than 2 to 3.

11. A hollow cylinder filled with air, whose radius is  $r$  and height equal to twice that of a column of water equal to the atmospheric pressure, is forced into water, until the upper end which is closed coincides with the surface of the water; what is the pressure requisite to keep it in that position, 1st, when the lower end of the cylinder is closed, 2nd, when the lower end is open.

12. A right-angled triangle is placed vertically in a fluid having one of the sides containing the right angle in the surface. If a circle be described in the triangle, and that circular portion taken away, find the pressure on the remainder.

## DIFFERENTIAL AND INTEGRAL CALCULUS AND NEWTON.

### *Morning Paper.*

1. Define a differential coefficient, and from the definition find that of  $a^x$ ; given  $a^x = 1 + \log_e a \cdot x + (\log_e a)^2 \frac{x^2}{1 \cdot 2} + \dots$ ; also that of  $\cot. u$ ,  $u$  being a function of the independant variable  $x$ , and explain why it is negative.

2. Prove that  $d_x y \cdot d_y x = 1$ .

3. Differentiate  $\operatorname{cosec}^{-1} x$ ;  $\epsilon^x \sqrt{\frac{1+x}{1-x}}$ ;  $\log. \tan \frac{x}{y}$  and  $\log. a_x$

4. Shew how the differential calculus may be used to find the limiting value of a fraction  $\frac{f(x)}{\phi(x)}$  which for a particular value of  $n$  takes the form  $\frac{0}{0}$

Exs.  $\frac{\sin^3 x}{x - \frac{1}{2} \sin 2x}$ , and  $\frac{\theta^2}{1 - \cos. m \theta}$  as  $x$  and  $\theta$  approach towards 0.

5. Integrate  $\frac{1}{x^2 - a^2}$ ,  $\sqrt{ax + x^2}$ ,  $\frac{1}{(1 - x^2)\sqrt{1 + x^2}}$

6. Every rational fraction may be resolved into partial fractions having the powers of simple factors or of quadratic factors with impossi-

ble roots for their denominators. Ex. Integrate  $\frac{x + 5}{x^4 - 13x^2 + 36}$

7. Enunciate and prove the 4th Lemma of Newton. Hence deduce the area of an ellipse.

8. State and prove the 11th Lemma.

9. If a body move in free space under the action of a central force, the velocity at any point of the orbit varies inversely as the perpendicular let fall from the centre upon the tangent at that point.

10. Find the law of force by which a body may describe a semicircle, the centre of force being so distant, that all lines drawn from it to the body may be considered parallel.

### Afternoon Paper.

1. Find the  $n^{\text{th}}$  differential coefficient of  $x^n \log_e x$  and if  $\cot. \frac{\theta}{2}$  be the independant variable differentiate  $\sqrt{\frac{1 + \cos \theta.}{1 - \cos \theta.}}$

2. Shew that  $e^{ax} \cos. nx = 1 + r. \cos. \theta. x + r^2. \cos. 2 \theta \frac{x^2}{1 \cdot 2} + r^3. \cos. 3 \theta. \frac{x^3}{1 \cdot 2 \cdot 3} + \dots$ , where  $r \cos. \theta = a$  and  $r \sin \theta = n$ .

3. Define the terms maximum and minimum. Ex. Find the greatest cone that can be generated by a right-angled triangle, the side opposite to the right angle being given.

4. Trace the curve whose equation is  $ay^2 - x^3 + bx^2 = 0$ .

5. Without investigating the general formula of reduction integrate  $\frac{x^3}{\sqrt{2ax - x^2}}$ . Also integrate  $\sin^3 x. \cos^3 x$ . and prove that  $\int_a^x \sin x = \frac{ax}{(\log. a)^2 + 1} (\sin. x. \log. a - \cos. x)$



6. Find the diameter of curvature in the parabola at the extremity of the Latus rectum. Does the circle of curvature there cut or touch the parabola?

7. Determine the force under which an equiangular spiral may be described with uniform velocity.

8. If a body describe an ellipse round a centre of force in the focus, shew, by Newton's method of limits, that at the extremity of the minor axis the velocity is a mean proportional to the force, and the axis major; assuming merely the two formulæ,  $\text{vel.} = \lim. \frac{\text{space}}{\text{time}}$  and  $\text{force} = 2 \lim. \frac{\text{space in direction of force.}}{(\text{time})^2}$

9. A is the vertex and S the focus of a parabola. P B p a double ordinate perpendicular to the axis at a distance from the vertex equal twice A S. Then if a body describe P A p by the action of a force in S

$$\frac{\text{time through P A p}}{\text{period in circle on diameter A B}} = \frac{10}{3\pi}$$

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### THIRD CLASS.

## THEORY OF EQUATIONS AND CONICS.

### *Morning Paper.*

1. Impossible roots enter equations by pairs, each pair forming a real quadratic factor. Define the kind of equation here meant, and state if this is one:  $x^3 - 3x\sqrt{-2} + 4x + 12 = 0$ .

2. Solve the equation  $x^n + 1 = 0$  where  $n$  is an odd whole number; and shew that any one of the impossible roots raised to an odd power is also a root of the equation.

3. Shew how to transform an equation into one whose roots are the reciprocals of its roots. Define a reciprocal equation and shew to what standard form they can all be reduced.

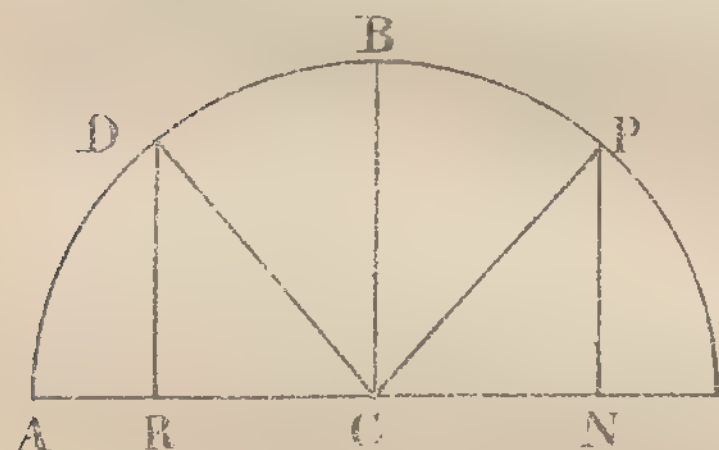
4. In any equation if each negative coefficient taken positively be divided by the sum of all the positive coefficients which precede it, the greatest of the fractions thus formed increased by unity is a superior limit of the positive roots.

5. Prove that  $f(x) = 0$  has at least as many impossible roots as any of its derived equations.

6. In the parabola if from either extremity of an ordinate  $Q V Q'$  a perpendicular  $Q D$  or  $Q' D'$  is drawn to its diameter—then  $Q D^2$  or  $Q' D'^2 = 4 A S. P V$ .

7. In the ellipse prove that the semi-axis major is a mean proportional between the abscissa of any point  $P$ , and the line between the centre and the point where the tangent at  $P$  cuts the major axis produced.

8. Define conjugate diameters— $P C$  and  $D C$  are any two diameters in an ellipse and  $P N$ ,  $D R$  perpendiculars on the axis major; then if  $P N. A C = R C. C B$ ,  $C D$  and  $C P$  are conjugate diameters.



9. If tangents be drawn at the vertices of the hyperbola and of the conjugate hyperbola, the diagonals of the rectangle so formed will be asymptotes to the hyperbola.

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### *Afternoon Paper.*

1. The roots of a cubic equation are in harmonical progression, the coefficient of the second term is  $(-\frac{47}{60})$  and that of the third is minus twelve times that of the fourth. Determine the equation.

2. If  $a$ ,  $b$  and  $c$  be the roots of the equation  $x^3 - q x + r = 0$  find  $\frac{ab}{a+b} + \frac{ac}{a+c} + \frac{bc}{b+c}$  in terms of the coefficients of the equation.

3. Shew generally how to transform an equation into another, having for its roots the square roots of those of the original equation. *Ex.*  $x^3 - 14 x^2 + 49 x - 36 = 0$ . Account for the eight solutions.

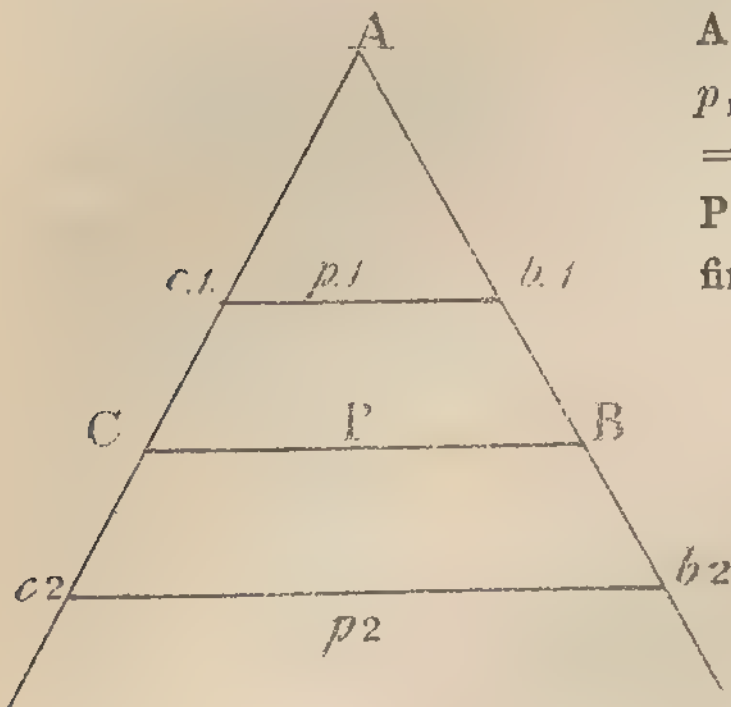
4. Solve the equation  $x^{12} - 1 = 0$  by means of the roots of the equations  $x^3 - 1 = 0$  and  $x^4 - 1 = 0$ .

5. By Cardan's rule solve the equation  $x^3 + 3 x^2 - 27 x + 7 = 0$ .

6. One of the roots of the equation  $x^3 - 17 x - 4 = 0$  lies between 4 and 5, find the first and second converging fractions to the true value.



7. Any number of lines  $c_1b_1, c_2b_2, \&c.$  are drawn parallel to the base  $CB$  of the isosceles triangle  $ACB$ , and in them are taken points  $p_1, p_2, \&c.$  such that  $b_1p_1 \cdot c_1p_1 \cdot \&c. = b_2p_2 \cdot c_2p_2 \cdot \&c. = PB \cdot CP \cdot \&c.$   $P$  being any fixed point in  $CB$ : find the loci of these points.



8. If  $C$  be the centre of an ellipse and  $P, Q$  be any two points in the ellipse, such that  $CP$  and  $CQ$  are at right angles to one another, then

$$\frac{1}{CP^2} + \frac{1}{CQ^2} = \frac{1}{AC^2} + \frac{1}{BC^2}$$

9.  $AP$  is the arc of a conic section of which the vertex is  $A$ :  $PG$  the normal, and  $PK$  a perpendicular to the chord  $AP$  meeting the axis in  $G$  and  $K$ . Shew that  $GK$  is equal to half the latus rectum.

## MECHANICS.

### *Morning Paper.*

1. Two pressures acting perpendicularly on a straight lever and on the same side of the fulcrum will balance one another if they be reciprocally proportional to their distances from the fulcrum. Ex. Weights of 18 and 21 lbs. are placed at distances  $x$  and  $3x$  respectively from the fulcrum, what pressure must act in a contrary direction at a distance  $9x$  from the fulcrum to balance them, and what will be the pressure on the fulcrum?

2. Give illustrations of the different kinds of levers. State what are the requisites for a good balance and shew by what means the sensibility of the common steel-yard may be increased or diminished.

3. If a point be kept at rest by three pressures acting upon it at the same instant, any three lines forming a triangle in the direction of the pressures will represent them in magnitude. What do you understand by a line representing a force in magnitude and direction? Could any line, 17 inches in length, represent a pressure equivalent to 15 lbs. in weight?

4. Find the centre of gravity of any number of heavy bodies in the same plane.

5. Find the relation between  $P$ . and  $W$ . in a system of Pulleys where each string is attached to the weight, the Pulleys being all equal in weight.

6. State the principle of virtual velocities and prove in the inclined plane that  $P \times P$ 's velocity  $= W \times W$ 's velocity.

7. What is the difference between the momentum of a body at any instant and the moving force acting upon the body at that instant. Explain the meaning of action and reaction being equal and opposite.

8. State the third law of motion and mention experiments which illustrate the truth of it.

9. In uniform motion when one body impinges directly upon another, the centre of gravity of the bodies moves in the same line, and with the same velocity before or after impact.

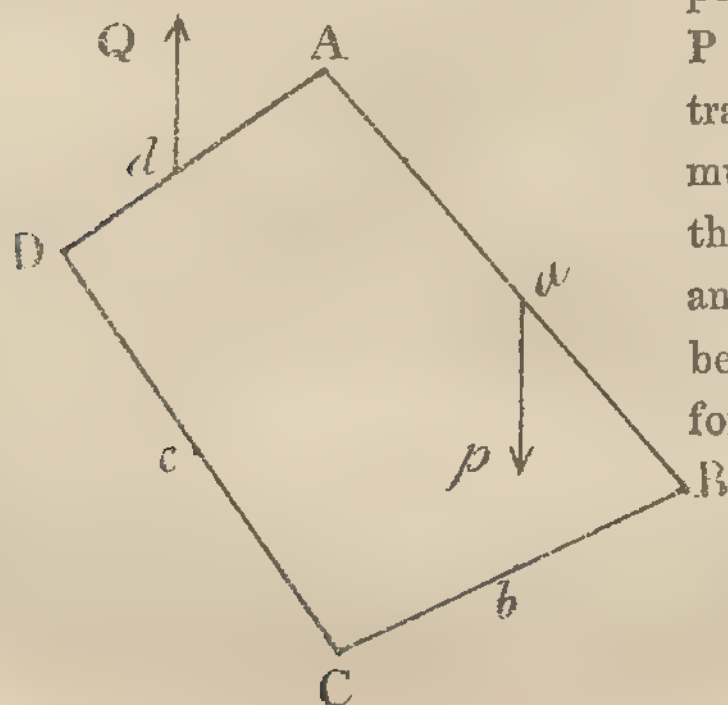
10. Shew that in uniformly accelerated motion  $s = \frac{1}{2} f.t^2$ .

11. Prove that the velocity of a projectile at any point of its path is equal to that which it would have acquired in falling down a distance equal to its distance from the focus acted on by gravity. Verify this when the point is at the vertex of the parabola.

### Afternoon Paper.

1. In one-half of a sphere a cone is described having a great circle of the sphere for its base and the radius for its altitude; in the remaining half of the sphere another cone is placed of the same altitude and of one-fourth the volume of the former. Find the centre of gravity of the volume between the cones and the sphere.

2. The sides of any quadrilateral figure  $ABCD$  are bisected in the



points  $a$ ,  $b$ ,  $c$  &  $d$ . Two forces  $P$  &  $Q$  act at  $a$  &  $d$  in contrary directions, what forces must act at  $c$  &  $b$  to prevent the figure from turning round, and what relation must exist between  $P$  &  $Q$  if the four forces are in equilibrium.



3. A triangular plane ABC is kept in equilibrium by three systems of pulleys (in which the same string passes round all the pulleys) each having one block fastened to a fixed external point and another attached to an angular point of the triangle by a string whose direction bisects the angle. The same string passes round all the pulleys and is drawn tight by a certain weight. Shew that the numbers of the strings between the pul-

leys are as  $\cos. \frac{A}{2} : \cos. \frac{B}{2} : \cos. \frac{C}{2}$

4. One corner of a triangle equal to  $\frac{1}{n}^{\text{th}}$  part of its area is cut off by a line parallel to its base, find the centre of gravity of the remainder.

5. In a vertical circular groove a rod AB of given uniform weight is placed subtending a right angle at the centre. If  $\mu$  be the coefficient of friction and  $\theta$  the greatest angle which the rod can make with the horizon when equilibrium exists prove that  $\mu = \tan \frac{\theta}{2}$

6. Three equal bodies are moving in the same direction with velocities proportional to 3, 2 & 1, and the distances between them were at a given time the same; shew after impact the velocities will continue to be in Arithmetical progression.

7. A body weighing 15 lbs. is observed to move with a velocity which steadily increases at the rate of two feet per second. What weight would the force support which is acting on the body?

8. A weight of 6 lbs. resting on a smooth plane inclined to the horizon at an angle of  $30^\circ$  is fastened by a string passing over the top of the plane to a weight of 4 lbs. hanging freely. After gravity has acted on this machine for 3 seconds and the two weights are then in the same horizontal line the string breaks; find the positions of the bodies after 5 seconds more.

9. A body falling in vacuo under the action of gravity, is observed to fall through 144.9 feet and 177.1 feet in two consecutive seconds, determine the accelerating force of gravity and the time from the beginning of the motion.

10. A body is projected with a given velocity in a given direction and at the highest point of its path, its velocity is suddenly doubled. Determine the range and time of flight.

## FOURTH CLASS.

## EUCLID AND ALGEBRA.

*Morning Paper.*

1. Find a mean proportional between two given straight lines. In this case shew how similar triangles are to one another in the duplicate ratio of their homologous sides.

2. The parallelograms about the diameter of any parallelogram are similar to the whole and to one another.

3. If a solid angle be contained by three plane angles, any two of them are greater than the third.

4. Find the cube root of  $207 - 94\sqrt{5}$  and the greatest common measure of  $x - 2x^{\frac{2}{3}}z^{\frac{1}{3}} + 4(xyz)^{\frac{1}{3}} + 8z^{\frac{2}{3}}y^{\frac{1}{3}}$  and  $y^{\frac{2}{3}}x^{\frac{1}{3}} - 2y^{\frac{2}{3}}z^{\frac{1}{3}} - 3z^{\frac{1}{3}}x^{\frac{2}{3}} + 6z^{\frac{2}{3}}x^{\frac{1}{3}}$ .

5. Find an expression for the sum of a Geometric series, first when the number of terms is limited, and secondly when unlimited.

6. In the expansion of  $(a + x)^n$  where  $n$  is a whole number, find at what term the coefficients begin to converge. Investigate the general formula for the expansion of a multinomial and employ it to determine the coefficient of  $x^{27}$  in  $(a - 3x^2 + 4x^5)^{12}$ .

7. Explain clearly the principle of indeterminate coefficients and employ them to resolve  $\frac{3}{x^4 - 2x^2 + 8}$  into three other fractions and to sum the series  $3.2^2 + 6.4^2 + 9.6^2 + \dots$  for  $n$  terms.

8. Investigate a formula for converting any continued fraction into a series of converging fractions by means of the partial quotients, and shew that every converging fraction is in its lowest terms.

9. Find the number of solutions in positive integers of the equation  $ax + by = c$ .

10. Find an expression for the equated time of payment of two sums due at different times, and shew that the common rule is in favor of the payer.

11. Find how many different divisors a composite number may have, and determine into how many factors prime to one another it may be resolved. *Ex.* 176400.

12. Prove that the chance of an event taking place which is contingent upon other events is the continued product of the chances of the separate events. With two dice what is the chance of throwing ten the first time, seven the second, and four the third.



*Afternoon Paper.*

1. Given an equilateral and equiangular pentagon, it is required to divide its area into three equal parts by describing within it two similar pentagons.

2. In a plane inclined to the horizon at a certain angle, there are three points, find a point in the horizontal plane equally distant from each of them.

3. Given the base, the ratio of the sides containing the vertical angle, and the distance of the vertex from a given point in the base; to construct the triangle.

4. Expand  $\left(\frac{1 + \sqrt{-1} \cdot x}{1 - \sqrt{-1} \cdot x}\right)^{\frac{1}{3}}$  in a series ascending by powers of  $\sin. \theta$ , when  $2 \cos \theta = x + \frac{1}{x}$  and give the  $n^{th}$  term.

5. If  $\frac{a}{b}$  be a fraction and if  $a$  and the successive remainders be multiplied by a series of quantities  $q, q', q'', \&c.$ , and the successive products be divided by  $b$  giving quotients  $p, p', p'', \&c.$ , shew that  $\frac{a}{b} = \frac{p}{q} + \frac{p'}{qq'} + \frac{p''}{qq'q''} + \&c.$

6. Find a whole number which is greater than three times the integral part of its square root by unity. Shew that there are two solutions of the problem and no more.

7. A rupee is thrown up into the air twelve times, what is the probability that it will fall for an even number of times with the face uppermost.

8. Prove that  $\sqrt[3]{N} = a \cdot \frac{2N + a^3}{2a^3 + N}$  nearly, if  $a$  be the integer next less than  $\sqrt[3]{N}$ .

9. Sum the series  $\frac{1}{1 \cdot 5} + \frac{1}{3 \cdot 7} + \frac{1}{5 \cdot 9} \&c.$  to  $n$  terms, and to infinity: also  $1 + 2n - 3n^2 + n^3 + 2n^4 - 3n^5 + n^6 + \&c.$  to infinity.

10. If  $n$  be an odd number shew that  $\frac{n \cdot (n^4 - 1)}{48}$  is an integer, and find the square root of 1410123404 in a scale whose radix is 5.

11. If  $a, b, c$ , be in harmonic progression shew that  $\frac{1}{a} + \frac{1}{c} + \frac{1}{a-b} + \frac{1}{c-b} = 0$

12. Prove that the sum of the fractions which are intermediate in magnitude to any two numbers  $m$  and  $n$  and have 3 for a denominator is  $n^2 - m^2$ .

## TRIGONOMETRY.

### *Morning Paper.*

1. Trace the changes in the sign and magnitude of the cosecant of an angle as the angle varies from  $0^\circ$  to  $360^\circ$  and shew that  $\operatorname{cosec} \theta = \operatorname{cosec} \{n\pi + (-1)^n \theta\}$  where  $n$  is any negative or positive integer.

2. Prove that  $\cos(A + B) = \cos A \cos B - \sin A \sin B$  when  $A + B$  is  $> 180^\circ < 270^\circ$

3. In determining the value of  $\tan a$ , from  $\tan 3a$  given, a cubic equation results, or  $\tan a$  has three values: account for this.

Ex.  $\tan 3a = \text{infinity}$  what are the three values of  $\tan a$ .

4. Prove the formulæ  $\frac{\sin A \pm \sin B}{\cos B - \cos A} = \cot \frac{1}{2}(A \mp B)$

and  $\cos A + \cos(72^\circ - A) + \cos(72^\circ + A) = \cos(36^\circ + A) + \cos(36^\circ - A)$ .

5. Define a logarithm and from your definition shew that  $\log_a b \log_b a = 1$  assuming the expansion of  $a^x$  in a series ascending by powers of  $x$ : find the value of  $e$  the Napierian base for logarithms, and prove that it is an incommensurable quantity.

6. Prove that the increment of  $\tan \theta$  and of  $\log \tan \theta$  varies as the increment of  $\theta$ , provided  $\theta$  be not nearly equal to  $(n\pi + \frac{\pi}{2})$

7. Find the cosine of any angle of a triangle in terms of its sides and explain if when  $a, b$  and  $A$  are given, there is any difficulty in finding  $B$  from the equation  $\sin B = \frac{b}{a} \sin A$ .

8. Prove that  $\sin a = a - \frac{a^3}{1 \cdot 2 \cdot 3} + \frac{a^5}{1 \cdot 2 \cdot 3 \cdot 4 \cdot 5} - \dots$  and point out, in the process, where the condition that  $a$  is the circular measurement enters.

9. Expand  $(\cos \theta)^n$  in terms of the co-sines of multiples of  $\theta$  when  $n$  is an even number. In this case is  $\theta$  the circular or angular measurement.

10. Find an expression for  $\theta$  in a series ascending by powers of  $\tan \theta$ .



*Afternoon Paper.*

1. Find the tangent of  $6^\circ$ . Given  $\log. 78598 = 4.8954115$  and the modulus equal .43429448 find  $\log. 785982$  —

2. Find  $\frac{a}{b}$  in the equation  $\overline{a+b} \sin. \theta + \overline{a-b} \cos. \theta = \sqrt{a^2 + b^2}$  and if  $\cos. a = \cos. \beta \cos. \theta = \cos. \beta' \cos. \theta'$  and  $\sin. a = 2 \sin. \frac{\theta}{2} \sin. \frac{\theta'}{2}$  shew that  $\tan \frac{\theta}{2} = \tan. \frac{\beta}{2} \tan. \frac{\beta'}{2}$

3. How may the series  $\theta = \tan. \theta - \frac{1}{3} \tan^3 \theta + \frac{1}{5} \tan^5 \theta \dots$  be used for calculating the value of an angle that lies between  $\frac{\pi}{4}$  &  $\frac{\pi}{2}$  when the tangent of the angle is given.

4. The sides of a triangle are 17.09 and 93.451, and the angle opposite to the greater of them is  $93^\circ 16'$  find the angle opposite to the less.

$$\text{Log. } 1709 = 3.2327421$$

$$\text{Log. } 93451 = 4.9705840.$$

$$\text{Log. sin. } 86^\circ 44' = 9.9992938$$

$$\text{Log. sin. } 10^\circ 31' = 9.2614519.$$

5. If a circle be described in an equilateral triangle, and again at each of the three angles, a circle be described touching two sides and the original circle, and afterwards other circles touching these and the sides of the triangle and so on ad infinitum, prove that the area of all the circles  $= \frac{11}{96} \pi a^2$ ,  $a$  being a side of the triangle.

6. Sum the series  $\cos^2 \theta - \cos^2 2\theta + \cos^2 3\theta - \cos^2 4\theta + \dots$  for  $2n + 1$  terms.

7. Find  $x$  &  $y$  from the equations  $\tan.^{-1} x - \tan.^{-1} y = \tan.^{-1} \frac{1}{2y} - \tan.^{-1} \frac{1}{2x} = \frac{\pi}{12}$

8. Let  $A B C$  be any triangle inscribed in a circle, and let the arcs upon which the angles  $A$ ,  $B$ , and  $C$  stand be bisected in the points  $a$ ,  $b$ ,  $c$  respectively. Then if  $a$ ,  $b$ , and  $c$  be joined, prove that angle  $C =$  angles  $(a + b - c)$ ,  $A = b + c - a$  and  $B = a + c - b$ .

9. Two opposite angles of a quadrilateral figure are each of them right angles, and the sides are as 6, 6, 8, 8, find the radius of the circle described about it.

### English Essay.

“What custom wills, in all things should we do’t,  
The dust on antique time would lie unswept,  
And mountainous error be too highly heap’d  
For truth to over-peer.”—SHAKESPEARE.

“They that reverence too much old times are but a scorn to the new.”—LORD BACON.

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### Latin Essay.

Interfecto Julio, utrum Romæ profuit quod unus Augustus imperio nactus est.

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### Bengali Essay.

সুকৃতি না করিলে কেহ প্রকৃত রূপে সুখী হইতে পারে না ।

No one can be truly happy without practising virtue.

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## JUNIOR SCHOLARSHIPS, 1850.

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### Grammar.

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#### *Morning Paper.*

1. What kind of elementary sound enters into the formation of every syllable; and with what other kind of sound is it commonly united?

2. To what classes do the elementary sounds in the word *Births* severally belong?

3. What are the plurals of court-martial, mouse-trap, spoonful, father-in-law, analysis, nebula, appendix? What nouns form their plural by a change of the vowel?

4. Give the rules for forming the comparative and superlative degrees; and compare small, large, pretty. Explain why certain adjectives cannot be compared. What is the use of comparison?

5. Explain the meaning of the term inflection; and show how the deficiencies of inflection are supplied in the English language.



6. Give the derivation of the word Syntax and show in what it differs from Etymology. Explain and illustrate the distinction between concord and government.

7. In what circumstances does the nominative follow its verb?

What mode of a verb has its nominative generally suppressed?

8. For what purpose are words placed in apposition, and in what case must such words be?

9. What is meant by a nominative absolute? Give the rule regarding it, and construct a sentence to exemplify the rule.

10. When two verbs are connected by the conjunction *that* in what tense must they be?

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### *Afternoon Paper.*

1. Correct the following sentence :

There are, indeed, but very few who know how to be idle and innocent, or have a relish of any pleasures that are not criminal; every diversion they take is at the expense of some one virtue or other, and their very first step out of business is into vice or folly.

2. Write a paraphrase of the following passage; and parse the words printed in Italics :—

'Tis greatly wise to talk with our past hours,  
And *ask* them what report they bore to Heaven,  
And *how* they might have borne more welcome news.  
Their answers form *what* men *experience* call;—  
If wisdom's *friend*, her best; *if not*, worst *foe*.

3. Distinguish between the meanings of the following words :

Peculiar—Particular.

Reason—Cause.

Contented—Satisfied.

4. Explain the meaning of the term metre; and state in what English metre essentially consists.

5. Mark the accented syllables in the following lines :

But vainly thou warrest,  
For this is alone in  
Thy power to declare  
That in the dim forest  
Thou heard'st a low moaning,  
And saw'st a bright lady surpassingly fair.

## History.

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### *Morning Paper.*

#### **Rome.**

1. What were the subdivisions of the Roman people before the time of Servius Tullius? What changes were introduced by Servius?
2. Give the particulars of the first retreat of the Plebs to the sacred mountain. What induced them to return?
3. Give an account of the Decemviri and their legislation.
4. Relate briefly the events which occurred in the second Punic war.
5. What measures did Augustus take after the death of Antony in order to secure himself in the empire?
6. Mention in chronological order the names of the most eminent Romans from the destruction of the city by the Gauls to the accession of Augustus.

#### **India.**

1. Mention the leading incident in the life of Mahmood of Ghizni.
  2. Give an account of the administration of Aurengzebe.
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### *Afternoon Paper.*

#### **India.**

1. Mention in chronological order the wars in which the British have been engaged since their establishment in India.

#### **Greece.**

1. State what you know respecting the government and institutions of Sparta.
2. What changes were made by Solon in the government of Athens?
3. What caused the first Persian invasion? Mention the most remarkable events that occurred in it.
4. What was the effect on Athens of the failure of the Sicilian expedition? What changes were made in the government at this time?
5. Give a brief account of the life and character of Alexander.
6. Write down in chronological order the names of the most eminent men in Greece from the time of Solon to the battle of Choeroneia.



## Mathematics.

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### EUCLID AND ARITHMETIC.

#### *Morning Paper.*

1. Define a *superficies*, a *right angle* and a *rhombus*. Distinguish between a *segment*, and a *sector of a circle*; also between a direct and indirect demonstration.

2. Draw a straight line at right angles to a given straight line from *one extremity* of the same.

3. If there be two straight lines, one of which is divided into any number of parts; the rectangle contained by the two straight lines is equal to the rectangles contained by the undivided line, and the several parts of the divided line.

Hence prove that the area of a rectangle is equal to the product of the base and its altitude.

4. The angle at the centre of a circle is double than at the circumference upon the same base.

Is this true when the base is greater than a semi-circle?

5. Describe a circle about a given triangle. Can a circle always be made to pass through any three given points which are not in the same straight line?

6. From a given point in one side of a parallelogram produced, draw a line which shall bisect the parallelogram into equal parts.

7. The middle point of the hypotenuse of a right-angled triangle is equally distant from the three angular points.

8. Two chords of a circle are given in position and magnitude, describe the circle.

9. Distinguish the difference between the local and absolute value of a digit.

10. If 27 seers of sugar cost 7 rupees, 5 annas, 7 pie, what will 49 maunds 15 seers cost?

11. If a man buys 170 mangoes when they are 12 annas per hundred, and 190 when they are 1 rupee, 2 annas, 3 pie, and sells the whole at the rate of 15 annas 5 pie per hundred; does he gain or lose by the transaction, and how much?

12. Divide 7854 by 279. Explain the operation, and the meaning of the remainder.

## Arithmetic and Algebra.

### *Afternoon Paper.*

1. In Addition and Subtraction of fractions, explain why it is necessary to reduce them all to a common denominator.

Add  $\frac{3}{4}$ ,  $2\frac{5}{8}$  and  $\frac{3}{4}$  together.

2. If a vessel sails 500 miles in 2 days  $18\frac{1}{2}$  hours, how far will she sail between September 4 at 6 o'clock in the morning and October 3 at 9 o'clock in the evening?

3. If 500 marks be allowed for a paper of 12 questions and to each of a certain 8 of them the average is given, to the remaining four they are given in the proportion, 4, 5, 7, 9, find the number allowed to each?

4. By cross-multiplication find the area of a surface whose length is 34 feet, 7 inches, 5 primes, and breadth 26 feet, 9 inches, 7 primes; state clearly the magnitude of each unit in the result?

5. A person bought 4 per cent. Government paper at a discount of Rs. 17 per cent. and 5 per cent. at a discount of 12 annas per cent.; find the rate of interest in each case, and the advantage per cent. of the second purchase over the first?

6. What is the difference between  $am$  and  $a^m$  in Algebra, and what meaning do you assign to the latter when  $M$  is negative or fractional?

7. Prove  $a^{mn} - b^{mn}$  is divisible by both  $a^m - b^m$  and  $a^n - b^n$ , find the first and second, and the last but one, and the number of terms in each quotient?

8. Define Common Multiple. Find the least Common Multiple of  $x^2 - 1$ ,  $x^2 + 1$ ,  $(x - 1)^2$ ,  $(x + 1)^2$ ,  $x^3 - 1$ ,  $x^3 + 1$ ,

9. Prove the rule for Division of Decimals.

Divide 12 by 1728, 16 by 960, and 12.5 by .0025,

10. Extract the square root of

$$\frac{x^2}{y^2} + \frac{y^2}{x^2} - \frac{x}{y} + \frac{y}{x} - 1\frac{3}{4} \text{ and cube root of } 1.092727.$$

11. Solve the equations.  $\frac{9x+7}{2} - \left(x - \frac{x}{7}\right)^2 = 36$

$$\left. \begin{aligned} x + y &= 5. \\ (x^2 + y^2)(x^3 + y^3) &= 455. \end{aligned} \right\}$$

12. A carriage is furnished with a mechanical contrivance by which the difference of the number of revolutions of the fore and hind wheels is registered, the circumference of the fore-wheel is 7 feet, and that of the hind wheel 9 feet. What is the distance gone over, when the fore-wheel has made 300 revolutions more than the hind wheel?



## Geography.

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### *Morning Paper.*

1. What is the shape of the Earth? How is it known to be of such a shape?
  2. What is the circumference of the Earth in English miles? What is the longest diameter of the Earth in English miles, and what difference is there between the longest and shortest diameter?
  3. Are the degrees of latitude and longitude of the same length at all places? If not, how do they vary?
  4. If two men start from London, one to travel east and one west round the globe, when they meet again in London will they agree as to the number of days since they parted?
  5. Explain why, at the north pole, there is for part of the year no day, and for another part of the year no night.
  6. How many zones are there? What are their names? Between what degrees of latitude do they respectively extend?
  7. A table of the principal rivers of the world in the order of their length.
  8. A similar table of the principal mountains of the world in the order of their height.
  9. How do you find the latitude and longitude of a place on the terrestrial globe?
  10. How do you find, by the terrestrial globe, when the sun is vertical at a given place and hour?
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### *Afternoon Paper.*

11. Draw a map of England, and give the positions of London, York, Liverpool and Bristol.
12. Draw a map of the Mediterranean Sea, shewing the countries immediately adjoining it, and the principal rivers on or near its shores.
13. Draw a map of India, shewing the position of the principal cities, and the course of the Ganges, of the Indus and of each of the five rivers of the Punjab.
14. If a Railroad were laid down in nearly a direct line between Calcutta and Delhi, through what districts would it pass, and near what large cities?

15. Name the principal rivers of America, and describe where they rise, and into what sea each falls and the general direction of its course.

16. What large islands are comprehended in the “West Indies?” How are they situated with respect to one another?

17. Write down, in a tabular form, the Latitude and Longitude of the following places and the country in which each place is situated :

Aden, Antwerp, Bagdad, Cairo, Colombo, Delhi, Dover, Edinburgh, Florence, Genoa, Greenwich, Jerusalem, Leipsic, Macao, Oporto, Pekin, Portsmouth, Quebec, Singapore.

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## English Translation.

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### THE OPERATIONS OF NATURE INCESSANT.

Though Nature appears to suffer some of her works to decay, she is only varying her attitudes. Nothing is permitted actually to decay—matter, as well as spirit, existing to eternity ; for in the dunghill of putrefaction are secreted the germs of future reproduction.

Perpetual changes glide on in endless continuity ; valleys rise to mountains ; mountains sink to valleys ; the ending of summer is the beginning of autumn, and in the lap of winter are concealed the embryos of spring.

Ever attentive to her interests, Nature replaces in one spot what she has displaced in another :—ever attentive to beauty, and desirous of resolving all things into their original dependence on herself, she permits moss to creep over the fallen column, and ivy to wave upon the useless battlement.

Time, with his gradual but incessant, touch, withers the ivy and pulverizes the monument ; but Nature, who conceives and executes at one and the same moment, whose every thought is a system, operation in an unlimited orbit, jealous of prerogative, and studious of her creations, expands with one hand what she compresses with another. Always diligent she loses nothing ; she condenses only what she appears to lose.

From the beginning of time, no one object, so created, has evaporated—not one atom, in the infinite divisibility of matter, has been lost :—not the minutest particle of what we denominate element, nor one deed, word, or thought of any of his creations have ever once escaped the knowledge, nor will ever escape the memory of the *Eternal Mind*.



## Bengali Translation.

## সভাপর্ষ।

কুরু পাণ্ডবদিগের বিবাদ ও যুদ্ধ বর্ণনা মহাভারতের মূল তাৎপর্য। লিখিত বা বাচনিক যাবৎ জনশ্রুতি প্রমাণে এ ঘটনা অমূলক বোধ হয় না, এবং যদিও তৎসম্বন্ধীয় ভূরি বিষয়ের বাহুল্য বর্ণনা আছে, এবং লোকের ধর্ম ও সংস্কার ঘটিত নানা কাল্পনিক আখ্যান তাহার সহিত সংশ্লিষ্ট আছে, কিন্তু তাহার সমস্ত বিবরণ অপ্রমাণ বলা যায় না। মহাভারতের সংজ্ঞা মহাকাব্য, অতএব কাব্য মধ্যে যে অবিকৃত স্বরূপ ইতিহাস থাকিবে এমত সম্ভব হয় না, কিন্তু তাহার অনেক স্থানে, বিশেষতঃ মধ্যে মধ্যে অনুষঙ্গাধীন যে ভূরি ভূরি উপাখ্যান উত্থাপিত হইয়াছে, তন্মধ্যে বিক্রমাদিত্যের বহুকাল পূর্বে এদেশে যাদৃশ ধর্ম, রাজনীতি ও লোকাচারাদি প্রচলিত ছিল, তাহার সবিশেষ বৃত্তান্ত প্রাপ্ত হওয়া যায়। সভাপর্ষ ইহার এক উদাহরণ মূল।

পাণ্ডবেরা রাজ্যার্ক প্রাপ্ত হইয়া ইন্দ্রপুস্ত্রে যে সকল কার্য্যানুষ্ঠান করেন তাহার বিবরণ, এবং বিশেষতঃ রাজসূয় যজ্ঞের বৃত্তান্ত সভাপর্ষের বক্তব্য হইয়াছে। যুধিষ্ঠির যশ, মান, প্রতাপে সকল রাজার প্রধান হইলেন, অতএব তাঁহারদিগের নিকটহইতে কর গ্রহণ করিয়া চক্রবর্তী পদাভিষিক্ত হইবার নিমিত্তে রাজসূয় যজ্ঞানুষ্ঠানের মানস করিলেন। পরামর্শ স্থির হইলে তাঁহার ভ্রাতৃগণ দিগ্বিজয়ে যাত্রা করিলেন। নানা দিগ্দেশস্থ ভূপতিদিগের নিকট কর গ্রহণ করিয়া রাজধানীতে প্রত্যাগমনপূর্বক সর্বাগুজ যুধিষ্ঠিরকে সমস্ত সমর্পণ করিলেন। সে সকল রাজার নিকট কর গ্রহণমাত্র এতাদৃশ দিগ্বিজয়ের প্রয়োজন ছিল, নতুবা তাঁহারদিগের

রাজ্য যে যুধিষ্ঠিরের শাসনাধীন হইয়াছিল ইহা বলিবার তাৎপর্য্য নহে। পূর্বে ভারতবর্ষ মধ্যে রাজাদিগের জয় পরাজয় প্রায় এইরূপই হইয়া আসিয়াছে। জয়শীল রাজা পরাজিত রাজার নিকট কর গ্রহণ করিয়াই ক্ষান্ত থাকিতেন তাঁহাকে আপনার শাসনাধীন করিতেন না। মহারাষ্ট্রীয় ও, মোগলেরাও রাজপুত্রদিগের নিকট এইরূপ কর লইয়া তাঁহারদিগকে পৈতৃক বিষয়ের অধিকারী রাখিতেন। বোধ হয় ভারতবর্ষের স্বাধীন অবস্থা কালে কনিষ্ঠ রাজারা যুধিষ্ঠির তুল্য কোন প্রতাপান্বিত শ্রেষ্ঠ রাজা বিশেষের যে অধীনতা স্বীকার করিতেন, তাহা এইরূপই হইবেক। দিগ্বিজয় নির্বিশেষে সমাপ্ত হইল। পাণ্ডবদিগের জাতিবর্গ আন্তরিক ঈর্ষা সত্ত্বেও তাহাতে সম্মত হইলেন। পরে ক্রীকৃষ্ণ এ বিষয়ে মহা আশ্রয় প্রকাশ করিয়া অনুমতি প্রদান করিলে মহারাজ যুধিষ্ঠির মন্ত্রিবর্গকে ও মহাদেবকে যজ্ঞারম্ভের আয়োজন করিতে ও সর্বত্র নিমন্ত্রণ পাঠাইতে অনুমতি দিলেন। নিমন্ত্রিত রাজ-বর্গাদির নিমিত্ত সুশোভন স্থান প্রদান, উত্তমোত্তম সুসেব্য দ্রব্যজাত, এবং সুরম্য সুস্বাদু ভক্ষ্য ভোজ্যাদি আয়োজনের বাহুল্য বর্ণনা আছে। নিমন্ত্রণার্থে নকুল স্বয়ং জাতি বান্ধবদির আলয়ে গমন করিলেন, এবং দেশদেশান্তরে দূত প্রস্থাপন করিলেন।

### Moochummudan Translation.

چورون کے سردار نے کہا مجھے تمہاری شجاعت سے ایسی ہی امید ہی مگر چاہئے کہ پہلے تم میں سے جو ہمت اور حکمت اور مہم پر دازی میں سب سے سبقت رکھتا ہو لباس سوداگریکا پہن مسافر بن کر شہر میں جائے اور جس شخص کو پہلے تہ تیغ کیا اسکی موت کی خبر جہان سے ہو دریافت کرنے میں قصور نہ کرے اور اسکے نام و نشان کے پتالینے میں سعی دریغ نہ کرے تا کہ معلوم



ہو کہ وہ شخص کون اور کہاں کا باشندہ تھا لیکن ہوشیاری شرط ہی کہ  
ایسا کچھ کام ہم سے نہ ہو جو پھر اسکے لئے پچھتا پڑے اور جس شہر میں کہ ہم  
اتنے دن تک چھپ کر رہے ہیں اور مداومت بھی کرنی ضرور ہی وہاں  
پیردہ فاش نہو جائے اور جو شخص اس مہم کے انجام کے لئے ہمت پر کمر  
باندھے اسے چاہئے کہ خوب ہوشیار رہے تا کہ جھوٹی خبر سے ہماری ہلاکی کا  
باعث نہو اور اگر بے اصل خبر پہنچایگا تو جان سے مارا جایگا کہو یارو میری  
اس بات کو تم مناسب سمجھتے ہو یا نہیں یہ بات سن کر ابھی کسی نے جواب  
نہیں دیا تھا کہ ایک شخص انہیں سے اوتھہ کھڑا ہوا اور بولا میں یہ مہم  
پوری کرنے اور شرط بجالانے پر حاضر ہوں اور اپنی جان کو خطرے میں  
دالنا فخر جانتا ہوں

## Oral Examination.

### PROSE.

“There is only one cure for the evils which newly acquired freedom produces—and that cure is *freedom* ! When a prisoner first leaves his cell, he cannot bear the light of day:—he is unable to discriminate colours, or recognise faces. But the remedy is, not to remand him into his dungeon, but to accustom him to the rays of the sun. The blaze of truth and liberty may at first dazzle and bewilder nations which have become half-blind in the house of bondage. But, let them gaze on, and they will soon be able to bear it. In a few years men learn to reason. The extreme violence of opinions subsides. Hostile theories correct each other. The scattered elements of truth cease to conflict, and begin to coalesce. And at length a system of justice and order is educed out of the chaos.

“Many politicians of our time are in the habit of laying it down as a self-evident proposition, that no people ought to be free till they are fit to use their freedom. The maxim is worthy of the fool in the old story, who resolved not to go into the water till he had learnt to swim ! If men are to wait for liberty till they become wise and good in slavery, they may indeed wait for ever.”

## POETRY.

But not their joys alone thus coarsely flow ;  
Their morals, like their pleasures, are but low :  
For, as refinement stops, from sire to son  
Unaltered, unimproved, the manners run ;  
And love's and friendship's finely-pointed dart  
Falls blunted from each indurated heart.  
Some sterner virtues o'er the mountain's breast  
May sit, like falcons cowering on the nest :  
But all the gentler morals, such as play  
Through life's more cultured walks, and charm the way,  
These, far dispersed, on timorous pinions fly,  
To sport and flutter in a kinder sky.

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N. B.—Each junior scholar will in turn read and explain the above passages to the Examiner, who will frame such questions connected with the grammatical construction, meaning, allusions, or references contained in them as he may consider calculated to elicit the knowledge possessed by the pupil.

The same questions are to be put to all candidates in the same school, care being taken that they are not known beforehand, or communicated by those who have been examined to those whose turn is yet to come.

The nominal value of the whole paper is 50 marks,—25 for Prose and 25 for Poetry.

The tabular result of this examination is to be forwarded under *seal* immediately to the office of the Council of Education.

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ANSWERS  
OF THE  
MOST PROFICIENT STUDENTS  
IN THE  
**Hindu, Hooghly, Dacca and Krishnaghur Colleges.**

# ANSWERS.

## Literature Proper.

### FIRST CLASS.

#### CORIOLANUS.

1. "The leanness that afflicts us," etc.

The leanness with which we are afflicted, and which is the object of our misery, is a list that shews particularly the abundance which they enjoy. Our misery or affliction is a gain to them. They bear such enmity towards us that they are happy at our misfortune.

The object is that which sets any thing prominently to our view. The leanness of the citizens was therefore the *object* which shewed most their miserable state, from the effects of the famine.

2. "We have some old crab-trees here" etc.

The old crab-trees here alluded to are the old tribunes, who are called by that name on account of their sour nature. The meaning therefore is, we have some old sour-tempered men—meaning the tribunes—here at Rome, that will not conduct themselves so as to be agreeable to you, or view your great merits in a favorable light—they will not so behave themselves as to be palatable to you.

Sicinius and Vellatus, the two tribunes of the people, throughout this play, make themselves conspicuous by their opposition to the nobles, and particularly to Coriolanus.

Shakspeare explains the art of grafting alluded to here in his *Winter's Tale*, in the following words.

" Sweet maid  
" We marry a gentler scion——  
" And make conceive a bark of baser kind"—  
etc.                      etc.

This passage makes the above passage clear.

In the last two lines is implied an advice of Menenius to Coriolanus. He says that since some men are naturally "fools" and "nettles," it is improper for an wise to take them into account because as Lord Bacon says in his *Essay on "Revenge"* that "they cannot but itch and scratch."

Lord Bacon has the same remark as shewn above.

3. This speech of Virgilia is an illustration of that art of Shakspeare by which he makes his characters foretel by a kind of presentiment, the happening of coming events. It comes in the sequel to pass, that Coriolanus was killed by "fell Aufidius" in a treacherous manner. In the same manner Hermia in the *Midsummer Night's Dream*, cries out in her sleep,

" Help me, Lysander, help,  
" And throw this crawling serpent from my breast ;  
etc.                      etc.

and she awakes to find herself forsaken by her lover.



Don Pedro in *Much Ado* says to Leonato

“Signior Leonato you come to meet your trouble; the fashion of the world is to avoid cost and you encounter it” to which Leonato answers

“Never came trouble to my house in the likeness of your grace, for trouble being gone comfort should remain.”

The slander against Hero was indeed a trouble which went through the heart of Leonato.

We have the same kind of foretelling in the following speech of Brabantio when speaking of Desdemona to the Moor.

“Look to her, Moor, have an eye to see

“She has deceived her father, and may thee.”

4. Noise here means music. Milton uses melodious noise in his celebrated ode on the nativity of Christ.

5. Coriolanus calls the people “the rank scented many.” He tells them to behold themselves in the mirror which he is to set before them. He calls them giddy and “rank scented”; and says that he who trusts upon their “favors swims with fins of lead.” Though this character of the people given by many writers, yet Macaulay says that the people are also celebrated for their consistency of principle and for their devoted attachment; in illustration of which he gives the example of the Duke of Monmouth.

This pourtrait of the people as drawn by an enemy is not true to the life, and is therefore not an impartial one.

6. “Why have you thus” etc.

Hydra is a monster with many heads. This name is here given to the people, and they have been often called the “many-headed monster.”

The meaning of the passage is this: Why have you given the people the power to chose an officer, who is bold enough to say that he will make you (the patricians) an insignificant body in the state, and engross all your power to himself. He wishes to turn your current into a ditch and occupy the main channel which belongs to you. In short he is trying to raise the power of the people and by depressing the nobles.

“Horn and noise” are here put for the tribunes who were the mouths or the trumpeters of the people. The tribunes convene the people by their horn or trumpet, and by their noise they declare the opinions of the people.

7. “This double worship” etc.

This double authority of the people and the nobles will neglect real necessities, and must submit to the unstable levity of the people. The interests of the state will be neglected and it will suffer much from the predominance of the people.

All public measures being thus the subject of discussion or quarrel among the two orders, nothing will be done to purpose. There will be much noise, and nothing fruitful to the state will be accomplished.

8. Therefore I beseech those that will be less afraid of the people than discreet in giving way to their demands, that love the spirit of the constitution more they fear to change it according to the clamours of the Commons; that prefer to end their lives nobly rather lead a long ignominious life devoid of power, and that will risk a body with dangerous physick which is sure of death without it; I say, I beseech those that are so minded and tempered, to pluck at once the multitudinous tongue, *i. e.* to

deprive the people at once their voice and power; and allow them not to taste of that power which spoils their natures and intoxicates them.

“Jump” is used in the sense of risk in Macbeth’s soliloquy where he says “we would *jump* the life to come” etc.

9. Your dishonor, *i. e.* the dishonor of the nobles, was much as their power was on the point of being overthrown, distracts true judgement, and deprives the state of that entireness and uniformity which is necessary to its well-being; because that true judgement of the nobles has not the power to do the good which it would do, on account of its being overpowered or controlled by the rashness and ill judgement of the people.

10. The other course which is the precipitation of Coriolanus from the “rock Tarpean” will be a bloody one, and the consequence which may follow from it unknown to the beginning, (*i. e.* to say the consequences of such an enormous measure is unknown) and may be horrible.

11. You are too obstinate, too straight-forward in your course; though, when extremity speaks you can never be too noble in being absolute. When necessity requires to concede something in favor of yourself or your friends, you ought not to be too absolute, because then you do not act a noble part.

Volumnia recommends him to use policy. She tells him that though your hatred of the commons is great, you ought to dissemble that hatred for some time till you gain your end; in the same manner as you use stratagems to take in a town. This a time when extremities speak, your own prosperity as well as that of the nobles in general depends upon your behaviour on this occasion.

“I am in this, your wife your son, and all the nobles.”

12. The story alluded to here is that when Hercules went to the Hesperides, he shook down mellow fruit for which those isles were famous.

Milton compares the fruits of the garden of Eden to the “mellow fruit” in the following words.

“Hesperian fables true, if true, here only  
“And of delicious taste.”

13. Whether it was on account of his pride which never fails to invest that man on whom fortune showers her favors daily.

Or whether his nature always inclined to be uniform in its bearing, did not change the general into the magistrate.

The probable reasons why Coriolanus could not carry his honors even are three, viz. his pride, his defect of judgement which could turn the favorable opportunities to his own advantage, and the uniformity of his nature when he commanded in the time of peace with the severity of a general.

Among Shakspeare’s historical characters, I think, Wolsey was cured by having too much honor taken from him. After he fell from his great station he said “I feel my heart new opened,” and “I know myself now;” and then he bursts into the following exclamation. “Had I served my “God, as truly as I served my King, He would not have forsaken me in my grey hairs.”

14. But whilst he speaks of his great qualities, and his services to his country, he speaks of them in such a manner that others are in no way inclined to reward, or give him praise for them.

15. And power or greatness, although it may be very praiseworthy in itself, has not such a fitter opportunity to sink itself into oblivion than to speak in its own praise. It is in this manner that we regard a person who speaks much of his own great qualities to be vain or foolish.



16. Shakspeare delivers the same opinion in King John. Lord Bacon has in his political philosophy generally inculcated this doctrine and many passages can be pointed out in support of it.

17. This sentence indirectly inculcates that the fire of the commons drove out the fire of Coriolanus.

The same figure is used in Julius Caesar.

“As one fire drives out another so pity, pity.”

Bedward means going to bed. It is used in Milton

“Others on the grass  
“Couched, and fill’d with pasture gazing sat  
Or bedward ruminating.”

Jump means to risk. It is used in Macbeth as was said in answer 8.

Tetter means to wrangle. It is used in the long speech of the Ghost in Hamlet.

Bisson or beesom—blind—used in Hamlet,

“But who ah woe! had seen the mobled queen  
“Treading up and down, threatening the flames  
“With bisson rheum.”

It is also used in the Taming of the Shrew—“bisson thine Eyne.”

Physical—Medicinal so in Julius Caesar.

“Is it physical  
“To walk unbraced, and suck up the humours  
“Of the dank morn .”

Reechy—smoky, sweaty so in Much Ado.

“Like Pharoah’s soldiers in the *reechy* painting.”

Batten—to grow fat with eating. So in Hamlet.

“Could on this fair mountain leave to feed,  
“And batten upon this moor.”

Halter—a rope.

Scotched—cut across.

Bale—sorrow, ruin, so in Milton.

“Round he throws his baleful eyes  
“And as far as angels ken views”

This is the only instance in Shakspeare in which bale is used as a substantive.

Catelous—deceitful—so in Julius Caesar.

“Swear priests and men catelous.”

Boulted—sifted, smooth.

19. (a) This is an allusion to the war of the white and red roses. So in Rape of Lucrece.

The silent wars of lillies and roses  
Which Tarquin saw in her fair face’s field.

So in Taming of the Shrew.

Tell me have you seen a fresher gentle woman,  
Such a war of red and white in her cheeks.

(b) It was customary in former to make boys act the part of women on the stage.

(c) This is an allusion to the days of Chivalry and Knight-errantry. Romances are full of the exploits of Knights such as killing dragons.

(d) This is an allusion to the superstition which ascribed the power of prophecy to old men.

(e) This is an allusion to the evil aspects of stars, which depopulate the cities that they strike. The same allusion is made in *Troilus and Cressida*.

“ When planets  
 “ In evil aspects to disorder run,  
 “ What plagues, what portents.”  
 So in *Timon of Athens*.  
 “ Be as a planetary plague when Jove  
 “ O’er some high vic’d city hangs his poison  
 “ In the sick air.”

20. Shakspeare throughout this play represents the grand struggle between the aristocratic and democratic factions. He shews the evil deeds which demagogues persuade the people to commit; and he shews also that an exclusive aristocracy is not also the proper form of government. He inculcates many grand political doctrines, and by so doing he makes his *Coriolanus* a proper study for the statesmen.

20. He also shews that the inherent power of the nobility must in the end give way to the demands of the commons, and that all opposition against them must ultimately be borne down.

### BACON’S ESSAYS.

21. The wrongs here alluded to are the breaches of those virtues which Adam Smith styles the *amiable*, namely, generosity, friendship, humanity, gratitude, etc. There is no law to remedy these wrongs says the same author because there is no common standard to which they may be referred. It is difficult to determine to what extent are these wrongs punishable; and therefore in no state are there any laws to punish them. The sort of revenge recommended is the generous one which brings the injurer to a proper sense of his duty such revenge as Prospero took upon his brother and Valentine upon Proteus.

“ Else a man’s enemy is still beforehand” etc. If a man takes his revenge for an injury done to him in such a manner as to subject himself to the law, his enemy has still an advantage over him, for now the law ranges itself on the side of the enemy and punishes him.

22. The lively work is the image of the “ comforts and hopes” of adversity.

The “ sad and solemn ground” is the image of adversity.

The “ dark and melancholy work” stands for the “ fears and distastes” of prosperity.

The “ lightsome ground” represents prosperity.

The judgement to be formed is about the comparative pleasures of prosperity and adversity. As it is more pleasing to the eye to see a lively work on a dark ground than a solemn work on a lightsome ground; so the head delights more to enjoy the comforts and hopes of adversity than the fears and distastes of prosperity. Adversity pleases us with its hopes, but prosperity fills our mind with suspicions and fears.

23. “ Envy is as the sun beams” etc. A “ bank or steep rising ground” is here used for an upstart, and the flat is the image of those that are noble by birth.



As the beams of the sun are hotter upon a bank or steep rising ground than upon the flat, so envy strikes more those that rise to greatness suddenly, than those that are born great; for when the great are advanced there seems not much added to their fortune. But with upstarts the case is otherwise; they are regarded as intruders by the nobility and are envied, and as undeserving of their high positions by the people. The Woodvilles in the reign of Edward IV. were the objects of universal envy.

24. "By pains men come to greater pains." That is by undergoing great hardship in trying to rise to great place, men arrive at greater hardships. They labor, and strain their nerve in order to gain a high position, and when they reach it they are obliged to toil incessantly.

"By indignities" etc. *i. e.* men reach great place by base means, as Richard III. became King by murdering his two Nephews.

The standing in great place is not firm; it is uncertain when some accidents may happen which will hurl a man headlong from his high position.

"This is the state of man. Today he puts forth  
 "The tender leaves of hope, tomorrow blossoms  
 "And bears his blushing honors thick upon him  
 "The third day comes a frost a killing frost  
 "And when—good easy man—he thinks  
 "His greatness a ripening, nips his root  
 "And falls as I do."

Wolsey's speech Henry VIII.

The regress is an eclipse etc.

When a great man is eclipsed by another he is as it were eclipsed; he loses his brightness as the sun during an eclipse; and as in superstitious times, eclipses spread melancholy among those to whom it was visible as foreboding some ill, so great men eclipses look round them with an ill aspect, for they are men who are, as it were, "fallen out with the times."

25. We see in nature, that if we bend the bough of a tree it will violently move to its place when we let it go, but in its place it moves calmly.

We see also in History, that Henry IV. before his ascending the throne was violent in his measures. He undertook a war against Richard II. but when he was placed on the throne he proved himself one of the wisest monarchs of England. Lord Shaftesbury in the reign of Charles II. had some great qualities, but as he could not attain the situation at which he aimed, he was violent and factionary throughout his life.

26. Such persons are, during the misfortunes of other men, as it were in their element, *i. e.* able to act according to their evil dispositions; and are always ready to make additions to those misfortunes.

The allusion in the latter part is as follows. Timon the manhater had a tree in his garden, which he intended to cut down, and he invited men to come and hang themselves on that tree before it was cut down.

These misanthropi are worse than Timon in-as-much as they loaded the calamities of others without providing them with any means to be freed from them by "shuffling off this mortal coil;" whereas Timon though he shewed men their distresses, yet he provided with the means of putting an end to their life.

27. Sovereigns and statesmen ought to know well the times and signs of disturbances or seditions are likely to occur, which happen most when every thing is reduced to a common level; as was the case in the French Revolution; when the people put down and at once annihilated the power of the nobles.

28. It is dangerous not to allow discontentments to evaporate of themselves; for as we see in a boil, if the matter is not let out, "the wound bleeds inwards and endangers malign ulcers and imposthumations," so if the discontents are not allowed to disappear of themselves, they cause an inward wound in the mind of the people which never heals. The people become disaffected inwardly and they treasure up their grievances till a fit opportunity for their bursting forth offers itself.

Malign ulcers are wounds of a pestilential nature which scarcely heals.

Imposthumations are collections of bad and purulent matter in a bag or cyst.

29. This is scarcely true. If one country has an advantage over another country in one article of production, it is a loser in some other article. Thus France produces excellent wines, England is celebrated for her manufacture of hard ware. It does not follow therefore England profits over France by her hard ware, and France over England by her wines, but the two countries stand nearly on a par. The same is true of every other country.

30. The balance of trade was that system of trade by which no more was allowed to be exported out of a country than was imported to it. This originated in a wrong opinion that if more was exported out of a country than was imported to it, it suffered a loss. The principle, therefore, of the balance of trade was to make the number of the articles of importation less than that of exportation, that more specie may flow into the country than was taken out of it.

It had not of course the tendency which Bacon ascribes to it; because there are some articles which are produced with great cost in one country than in another. It had rather the effect of making a country poor than rich.

31. (a) Superstition dismounts sense in-as-much as it supposes a idol of clay or metal to be endowed with god-like qualities, or a Grand Lama as the God incarnate.

(b) Superstition dismounts philosophy by teaching men to believe that it is not the shadow of the earth that occasions an eclipse of the moon but that it occurs by the agency of a demon.

(c) Superstition dismounts natural piety by inculcating the sacrifice of animals at the altars of the gods, or by approving infanticide.

(d) Superstition dismounts laws, superstition induces a man to take away the life of another who is not of the same persuasion with him, and to violate other laws if they any way oppose his tenets.

(e) Superstition dismounts reputation in-as-much it induces men to expose themselves in all kinds of indignity, to beg or wander in the streets half naked. In short superstition deprives a man of his senses, and makes him behave like a madman.

32. All superstitions originate from the people, and wise men in order to preserve their due position in such a society out of policy follow fools; and reasoning is generally conducted not in the usual manner, that is from facts to general propositions, but in a reversed order and contrary to experience. Thus the practise of the Suttee was approved because it was ordained by the religion of the Hindoos; and its bad effects were not taken into account.

Socrates was one of those wise men who followed fools by outwardly believing in the superstitions of his country.

33. If we do not take advantage of any opportunity when it offers itself, it does not return to us any more and so the end in view can hardly be afterwards accomplished.



The meaning is the same in the following sentence. The handle of the bottle corresponds to the locks in front; and the belly of the bottle to the bald noddle.

As the belly of a bottle or a bald noddle or head is hard to clasp, so when opportunity is lost we cannot retrieve it; and as the locks in front or the handle of a bottle is easy to clasp so opportunity embraced crowns us with the fulfilment of our motives.

34. "Except they mean their service" etc. *i. e.* unless princes mean that their service will prove advantageous to their servants or their servants may be benefitted by the service of the princes.

This mark of referring all by a prince's servant to himself was *professed* by Wolsey who had always "I and *my* King" in his mouth when addressed the parliament.

35. The first precedent is the first innovation. The imitation is the innovation which is made after the first precedent.

If the first precedence be bad, good will never issue out of, "for ill to man's nature is strongest in continuance."

36. It rests with well ordained societies to multiply virtues among its member, for there the force of custom is in his exaltation, "for society comforteth" etc.

We see that wherever there are well ordained societies there virtue multiply rapidly. The neglect with which governments are here charged is that of patronising learning and learned men. The ends least desired are the advancement of favorites and unworthy persons.

37. It is not often seen that very beautiful persons are of great virtue as if nature was busy not to produce deformity, than in labor to produce both beauty and virtue.

38. Honor that is gained upon another shines the more.

Own bow—own profession.

39. Virgil and Milton speak of the great year of Plato.

40. (a) So in Twelfth Night.

"O, it struck my ear like the sweet south  
Breathing on a bank of violets stealing and giving odor.  
Also in Comus.  
At last, a soft and solemn breathing sound  
Rose like a steam of rich distilled perfumes  
And stole upon the air."

(b) So in Midsummer Nights Dream.

The poets eye in a fine phrenzy rolling  
Doth glance from heaven to earth, and from earth to heaven etc.

(c) So in Henry IV.

And like a bright metal on a solemn ground  
My reformation glittering over my faults etc.

(d) The good are better made by ill  
For odors crushed are sweeter still

Rogers.

(e) The myrth sweet bleeding in the bitter wound

Spenser.

(f) This comparison is also in Campbell.

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## KING JOHN.

*Answer 1st.*—The arguments of love here allude to the union of Blanch with Lewes.

This argument of love is called by the people of Angiers—

“The union of these two fair streams,” &c.

*Answer 2nd.*—The bastard hopes to advance through the aid of flattery; for says he, “It shall strew the footsteps of my rising.”

Philip calls every one Time’s illegitimate child, if he knows not, or, observes not the events that occur in his time. To express more plainly in his own words:

“He is but a bastard to the time, That doth not smack of observation;” For it is only by the “windy breath of flattery” that man can expect advancement, and he who is deficient in that, can hope little or no promotion.

The leading qualities that mark the character of the bastard are patriotism, courage, and fidelity. He has in him something of a courtier and much of a wit.

*Answer 3rd.*—Elinor speaks here of Philip and his son Lewes the dauphin. “Ambition” alludes here to the marriage of Lewes with Blanch; by which the dauphin expected a large dowry.

Elinor says to John, that, as the words of the citizens of Angiers have operated in Philip, and made him forget his attachment towards Arthur, so, it was the best time for proposing the marriage of the dauphin and Blanch; or else, if John did not make use of this opportunity, the blood of Philip which, is excited by the words of the citizen will retain its usual warmth and recollecting his fidelity towards Arthur, will no more be swayed by any thing.

*Answer 4th.*—The barons of the time of John were a set of hardy men; who despised life when it was deprived of freedom.

Ere this time the kings were tyrants and the people forced to submit. Religion took the place of policy, and superstition reigned over all. The barons by course of time became day by day more formidable, till they were able to dictate laws to the king himself. The war of the Roses with like examples will shew, that whenever the barons were in a state of rest Civil War was daily expected. The people feared the barons, but the barons did not fear the king; they forgot their own obedience towards the liege lord, while they extorted from their own vassals the submission due. The kings on the other hand, were more subjected to superstition than the barons. Their power was limited and now and then the regalia and the train of courtiers could have made a distinction between him and his chief barons. The kings were often through necessity unavoidable; forced, to carry on war with their unruly subject. In short the barons were the wiser, and the more powerful of the two. The kings the weaker, and more controlled by superstition than their subjects.

*Answer 5th.*—She is well called the Niobe of the Gothic age. Her power of imagination, will, and love are indscribable. But, above all, motherly love is the character most visible in her speeches, in her tears, and in her actions. She makes the fate of Arthur and her own identical; without him she is nothing and with her she is richer than the Cræsus and much more happy than that monarch. Her anger is that of a



female, she threatens and tremble at the same time, she sees nothing but Arthur, she feels nothing but his loss, and she died only for him. Her ambition if I may call it so is only the height of motherly love. A fine picture here may drawn by a fine imagination, Constance is here represented as huge as Atlas, and nothing can bear her weight but the universe, and the state, or the royal chair with the canopy, on which she will sit,—is the *Earth*.

*Answer 6th.*—We are not to think that this speech proceeds from John, for our fault will be detected by Historical facts; but we are to take it as proceeding from the mouth of Shakespeare, shewing the hatred of the Britons of the time of Elizabeth towards the Pope. The Kingdom being very lately out of the hands of the Pope, Shakespeare to heighten the contempt of the English for the Pontiff places such bombasts in the mouth of John. It well answered the purpose of Shakespeare for as we proceed downward from Henry the VIII. or at least Elizabeth we see the hatred of the people towards the Pope so strong that at one time they expelled their king for his attachment to the See of Rome.

*Answer 6th.*—Constance says that *Her* need proceeds from the unfaithfulness of the Kings. For if they be just and grant Arthur his right, which is redressing her grief, she will then be happy because they (the Kings) are faithful. Or their want of fidelity produces a want in Arthur, and which want is the cause of Constance's grief.

*Answer 7th.*—Constance says that her poverty proceeds from the following principle:

That is if Arthur's need be remedied—which is the death of need; the faithfulness of the Kings then will be visible, because their fidelity will make Arthur prosper.

*Answer 8th.*—Pandulph says: If we make a mistake in doing a good thing, we are to make a mistake on the same point so as to make the thing right. Although it is indirect, but their indirection goes correct; as fire having burnt a part will cure if again applied to it.

Thus to make it clear:

If we promise to do a bad thing, in that case our playing false, that is not doing it is much more laudable, than our fidelity towards our oath.

In Henry the Sixth, we have the same philosophy.

“ 'Tis a great sin to swear unto a sin,  
But greater sin to keep that sinful oath.”

*Answer 9th.*—This is the philosophy of the Rosicrutian.

Milton in his *Comus* brings these Demons.

Shakespeare introduce airy spirits in his *Tempest*, and “under fiends” we meet in *Richard III.*

*Answer 10th.*—Human nature is same every where, in every clime, in every body in every state. John has an intention so foul as he fears the very words would terrify him. When we are going to do a thing much against nature, we are pressed by some natural fear, and our mind misgives. The foulness of John's intent is the foulest in the foulest; and so the fear is greater, as the deed is more inhuman and less manly. The feelings of man is never so bold as to commit such an act as now planned, by John without shrinking with fear. History tells us that that assassins of Nadir Shah thrice went near the Sultan with the express wish of dispatching him, but thrice their courage failed them,

and such is the case with John, he cannot speak such a thing until he sees the readiness of Hubert to embrace it. And yet when he speaks he gives out only the word "death," and could not hold long talk.

*Answer 11th.*—The allusion is to the "invincible Armada," which the Spanish King sent against Elizabeth because she refused to marry him.

"Whole armado" means the whole French army.

"Flood" means course of time.

"Roaring tempest" means disturbance. It might have a far allusion to the Pope's "Excommunication."

*Answer 12th.*—A like condition according to Shakespeare is necessary for sympathy. One cannot feel the pain of another's fall until he had one. One cannot feel the grief of a mother for the loss of her child until he had experienced one like it.

In sympathy we change selves, We enter the body of the sufferer to feel his sufferings.

In Romeo and Juliet we find a beautiful expression.

"He jests at scars that never felt a wound."

Again in Much Ado About Nothing. Leonato says, "Bring to me father that had such a loss" &c.

In Romeo and Juliet, we see Romeo breaking out into a passion:

"Hang-up philosophy if it cannot create a Juliet."

In another place.

"Philosophy never cured a tooth-ache."

*Answer 13th.*—In Lycidas Milton gives the shears of "destiny" into the hands of the Furies Which is wrong according to the Greek Fables. Shakespeare is true to the fiction.

*Answer 14th.*—John tells Pandulph,

Go and settle the disturbance that have arisen in the land, delay not for the danger is so great and so near that if you do not apply yourself soon, we might be thrown for ever like Lucifer

"Never to rise again."

John compares here the sores in the body to civil commotions as sores come out through the corruption of the blood, so civil war rises through the corruption of principles.

Chatillon calls them,

"Unsettled humours of the land"

"Counties" means counts

As in Romeo and Juliet.

"If rather than to marry *county* Paris Thou hadst the strength of will to slay thyself."

*Answer 15th.*—Shakespeare here shews the connection between inner and outer nature. God is so angry with murderers that even a small thread would be able to hang a man who has been guilty of it. The theory is the connection between inner and outer nature.

*Answer 16th.*—The *Elinor* of Shakespeare had a hand in the death of Arthur. When the time drew near when John was to speak to Hubert; Elinor took Arthur away from the place; which shews that it was planned before hand.

*Answer 17th.*—The Bastard says,

Shall a young boy, a child fond of silk defy us in our fields, and commit murder and havoc in a land of such warriors, and mocking the air with their flags spread in vain.



Gray in his bard says,

“They mocked the air with idle state,”

“Silken son of dalliance” is found in Ben Jonson.

*Answer 18th.*—The Bastard here addresses the nobles as “stars.” Bacon does the same in his Essay on Sedition.

“Right motion” means turning on its own orbit.

The art alluded to here is that of alchemist and the science chemistry originated from it.

*Answer 19th.*—“Toys” means news we find it in Ben Jonson’s *Sejanus*.

“This is a toy which I hear.”

In Bacon Essay 48th on the viccessitudes of things.

In Hamlet,

“Swinged” means to beat we find one instance of this in North’s *Plutarch*, in Henry VI.

“Scrayles” means dirty people, we find it in Ben Jonson.

“Swart” means brown, we find it in Henry VI.

“Prodigious” marked with spots found in Richard III.

“Peased” balanced, we find many in Ovid, in Henry VI. we have some.

“Rounded in the ear,” whispered in the ear, there are many in Shakespeare in Henry IV. *I believe* it is to be found.

“Clip” to catch.

“Utmost corner of the west” means England, called by Milton the “utmost isle,” by the ancients called, “Ultima thuli.”

“Rankness” means land producing weeds.

“Scath” to injure. We find in Milton Book I. the same word.

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## ADDISON.

*Answer 20th.*—This is a satire, shewing the bad notion of some who would write Epitaphs in Greek and Hebrew. Addison very finely says that some persons are so modest that they do not like they might be known by any; and for that reason they write on tombs in dead languages. Then he says he saw some monuments that were unworthy of their

“heroic dwellers”

others that were too valuable for the deceased.

*Answer 21st.*—Truth.

Falsehood.

Good sense.

Non sense.

Wit——Mirth.

Frenzy—Laughter.

Humour.

False Humour.

False humour delights upon false, or mean things. The virtuous, alike the vicious, are subjects to the censure of a man, who has in him false humour. He will bite the same hand which gives him maintenance, and while all are silent he is full of noise. But the contrary is the case with a man of humour. He ridicules the bad, pleases the good and propagates virtue negatively by hindering evil. He is silent while all around him laugh. And thus enjoys the praise of others.

*Answer 22nd.*—“Poetical justice” or doing justice in poetry; is the act of conferring good on the virtuous, and evil on the vicious.

Mr. Addison objects to this uncalled for justice. If we are to represent by Tragedy our state in this world we are quite sure that we do

not always get here our rewards for the good acts, neither our punishment for the evil. So the representation directed by poetical justice will lead us into a gross mistake. If we witness a tragedy, but knowing well that the Hero will be punished, or rewarded, as he acts; our mind is calmed from the very beginning. So where is the delight that Tragedy gives?

Aristotle observed that when tragedies were written in which "poetical justice" was set aside; and our common state of life taken as model the writers were better received than when the Hero according to the Poet's justice was served as his acts. "Poetical justice" destroys the beauty of a good tragedy, for it acts against the natural course of things.

*Answer 23rd.*—Addison objects the invention of tragi-comedy. He considers tragedy as only that part of life which contains nothing but doleful events; and therefore he calls tragi-comedy "a monstrous invention." And he further adds that it would be proper for us to believe the adventures of Æneas, and Hudibras; as to write tragi-comedy. But time rolled on and brought its usual changes on its wings; and we see now his opinion at once overturned. Macaulay says that the object of the drama is the painting of the human hearts, and as it contains the events of a whole life; he concludes that it is by the poets by representing in a short space a long series of action they arrive at the end of dramatic representation. "The mixture" says he of tragedy and comedy, and the length and extent of the action which the French consider as errors, were the chief causes that led to the eminence of our older dramatists. The first is necessary to render the drama a natural representation, for the laughers and the weepers are in perpetual jostling and every event has its serious and ludicrous side. In this respect, the Works of Shakespeare are the miracles of art.

*Answer 24th.*—Addison has taken the "Wilderness of Sweets" from Milton.

*Answer 25th.*—True wit consists in the congruety of ideas; raising a delight in the mind of the reader. False wit consists in the similarity of words.

Laughter is of the family of false humour; and it is neither required by wit nor humour.

Dryden says, wit consists in the resemblance of words and its suiting to the subject. Which is false, or at least not truly belonging to the characteristic of true wit. If this definition be true Addison says Euclid was the greatest wit of the world.

*Answer 26th.*—The quotations from Hudibras contain humour. The quotation out of Cervante's Don Quixote is witty.

*Answer 27th.*—"Anagram" or the turning and twisting of letters to form some fancyfull word which by chance might be formed out of them as.

"Lawyers" is turned into "slyware."

"Acrostics" are poems; the first letter of every line of which formes the innitial of some name. "Pun" or play on words.

"Rebus" or pictures representating a name: as an elephant means Cesar. A cock a Frenchman. "Wings" are poems formed into that shape. Montaigne in his Essay on vain subtleties speaks very hard against this false kind of poems.

"Alters" are poems in the form of pedestals, or alters, abridged, or lengthened as required.



*Answer 28th.*—The “Gothic Style” is that species of writing which has its thought borrowed from things very slightly relating to the subject. Adorned in a variety of new and old things, it represents a sight pleasing to the sharp only. The unlearned cannot relish it. The thoughts are not natural but far fetched, and so allow only the learned to comprehend them. Mr. A. Cowley abounds in it. Any man can appreciate two pages of Homer, but very few will understand two lines of Cowley. Nature breathes in every heart, and therefore all can freely have it.

*Answer 29th.*—Lady Macbeth calls it the “Milk of Human Nature.”

*Answer 30th.*—Gray in his Elegy.

“Some Village Hampden that with dauntless breast  
The little tyrant of his field withstood.  
Some mute inglorious Milton here may rest  
Some Cromwell guiltless of his country’s blood.

*Answer 31st.*—The following is a very fine species of humourous writing. A man that uses money for his arguments, that is, he who uses bribes, convinces his rival sooner than philosophy could do. Gold he says very admirably when used in convincing proves things very clearly, by pointing out very soon the right way: obliging the most stubborn to agree, the bad becomes silent. And a man will consent to do any mean thing for it.

Philip used this arguments of gold with great success. He defeated the greatest statesmen of Greece, confounded the orators, and then by arguments make them slaves.

*Answer 32nd.*—“To correct the vices, ridicule the folies, and dissipate the ignorance, which too generally prevented, at the commencement of the eighteenth century” has been truly observed; “the great and noble objects the spectator ever holds in view.” By enlivening morality with wit, and tempering wit with morality, not only were those objects attained in an eminent degree, but the author conferred a lasting benefit on his country, by establishing and making popular a species of writing, which materially tended to clear the understanding, refine the taste, and augment and purify the moral feeling of the successive generations. The vices, follies and weaknesses saterised Addison in his Spectators the following is the list—

“Depravity of the theatres”  
“Bad taste of Authors.”  
“Bad state of Public credit”  
“Influence of superstition”  
“Belief on Devils &c.”  
“Opera”  
“The country manners.”

and his different Essays.

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### JOHNSON.

*Answer 33rd.*—Any thing whether it be the gift of nature, attained by our own exertions are equally subjected to affliction if not managed with care. It was the eloquence of Cicero that brought him unto an early grave. He attained eloquence to so great a heigth, that after all he fell a prey to its vigour, and heat.

The impetuous courage of Charles XII., caused his ruin. Let us enter a little more unto the closset of History, and here we find the same occurrences.

Alcibiades when at the head of the Athenian Navy, one day being required out he left Nickolas a Captain under him in charge of the fleet, but, at the same time leaving the strictest orders not to engage Lysander who was all the while watching him. The youth in the absence of Alcibiades engaged the Spartans and met with a total overthrow. The same cause led to the death of the King of Bohemia on the plain of Crecy. I mean impetuous courage.

The eloquence of Desury the defender of Louis Capet XVI. was made conspicuous and being marked out by Robespierre, and others as a man of dangerous parts, he was led to the scaffold.

*Answer 34th.*—The tribes there alluded were the men of the time of Johnson. They are called “supple” because they are liable to be bribed and turned. “Patriots” means here one who speaks in the Parliament in the common defence. They should ask the question how to judge correctly, and, not of voting (being bribed) for others.

“Weekly Libels” means Sunday newspaper.

“Septennial Ale” means Ale giving in the seventh year of the Parliament, when members are chosen.

The meaning of the whole is this: that the English of the time of Johnson were fond only of reading newspaper, and drinking once in seven years the Ale given by the members newly elected. And doing nothing to increase the happiness of their country.

*Answer 35th.*—Johnson suffered much for a patron. Hearing once that Lord Chesterfield recommended his Dictionary to the public; he wrote him a very sarcastical letter, which is extant to this day, and may be properly called the emblem of the force of English Literature.

“Slowly wise” for they become wise when the person is dead, such was the dealing of the Athenians towards Socrates.

“Meanly just” for their justice is only half meanness for they did not ever think of raising a statue in memory of Socrates but a meagre bust.

*Answer 36th.*—Johnson applies this to Charles the twelfth.

Goldsmith applied these two lines to Cromwell.

But it may be better applied to Edward the first.

He is mentioned in Gray’s Bard.

*Answer A.*—The followers of the King watched all the while to see the behaviour of the King towards Wolsey. If he turned towards him an eye of displeasure, they copied him.

*Answer B.*—The fall of Wolsey was attended with the fall of all his pomp. His furnitures being confiscated

*Answer C.*—The many servants that Wolsey had; is described by Johnson as an army, wearing the same livery.

*Answer D.*—Menial Lords, or Lords who served as servants.

*Answer 37th.*—A state formerly signified a chair covered with a canopy. In Shakespeare these are the words which Wolsey used.

Oh Cromwell, Cromwell had I but served my God, with half the zeal I served my King, he would not have left me in my age naked to mine enemies.

*Answer 38th.*—Johnson says, must helpless man, remain quiet in ignorant, and decay, going to ruin just as his fate directs.

Milton has used in his Paradise Lost, “darkling.” And has been justly.



*Answer 39th.*—"Sycophant" means a flatterer it is derived from the Greek, meaning one that steals fig.

"Madded" means made mad,  
 "Modish" means full of fashion,  
 "Palladium" titular God,  
 "Farce" play,  
 "Motly" different kinds of colour.

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## CAMPBELL'S RHETORIC.

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### *Morning Paper.*

1. Our author defines Eloquence to be that talent or art by which a discourse is adapted to its end.

The ends of are chiefly four; to enlighten the understanding, to please the imagination, to move the passions and to influence the will. One of these form the ultimate end of all discourse but some of these are used as subordinate to the ultimate aim. Thus it is necessary to inform the mind in order to please the imagination. To move the passions it is necessary to impart pleasure to the imagination. And to influence the will it is necessary both to convince the understanding with appropriate arguments as well as to move the passions. In all these it is to the ultimate end that the discourse is adapted and the subordinate ends to the ultimate end.

It is to be observed that these four ends are modified in such a manner as to add to the preceding category. In addressing to the understanding we sometimes intend to inform or convey to it new knowledge, and at others to convince it or induce belief by arguments. In addressing to the imagination we sometimes wish to excite admiration\* and at others to excite surprise. In addressing the passions we sometimes intend to excite the serious passions and at other times laughter. The simple ends of discourse are therefore information, conviction, pleasing the imagination by exciting admiration, diverting the fancy by exciting surprise, moving the serious emotions, and moving laughter. These ends have such an effect on the character of a discourse that they should be distinguished. They are included in our author's enumeration.

2. Our author uses the word in its most extensive signification of what is capable of exciting the passions. He says that the word impassioned is a good substitute for it.

The vehement in discourse is that which is adapted by proper mixture of argument and appeals to the passions, to persuade. In another place he uses the expression "vehemence of contention" to mean the corre-

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\* The word admiration must be understood our authors limitation to mean only a feeling.

lative of persuasion as perspicuity is of information, argument of conviction.

3. Wit and humour both arise from the incongruity of the conjoined things. The former considers only the imagery, the latter the character. Wit is the quality of a discourse by which it excites surprise and is addressed to the imagination. Humour is the quality by which a discourse is adapted to excite laughter and is addressed to the passion by which we laugh at incongruities—contempt. Accordingly it is easy to see that wit is sometimes necessary as a subordinate quality in humorous discourses and there is a distinction of manner between the witty and the humorous as is between the imaginative and the pathetic. It is also to this distinction between their subjects and objects that we are to attribute the importance of humour in Comedy which is necessarily conversant with character.

4. In the first quotation the wit consists in the incongruity of ideas between “bench” and “saddle” and between “bind over” and “swaddle.” Though “bench” is a good emblem of a magistrate, a “saddle” is a ludicrous contrast for it. The homliness of the expression “swaddle” and the inadequate sign “bind over” of a magistrate’s duty is the source of the wit in the second line. The simile with “rats of amphibious nature” is witty and the wit lies in debasing things seemingly great by the comparison.

As for the humour of this quotation it is evident that besides the incongruity of the imagery there an incongruity of character and a sort of mimicry discourse which forms the distinction of the humorous.

In the second quotation there is a contrast between the “fights” and the “well soled boots” and a cunning hit at Homer. The quotation therefore comes under the class of witty as well as ridicule.

In the third quotation the wit consists in the contrast between spirits, meaning the spiritual part of our nature and wines and between flesh, meaning the animal part of our nature and beef. There is likewise a pun between spirits and wine and between flesh and beef. The double meanings of the words spirit and flesh is also the ground for attributing the following characteristics to each which are incongruous with their nature and is another source of wit. The characteristics are humorous, especially the “game at leap frog,” “a rider” with “huge spurs.”

5. Our author gives four grounds of distinction between Scientific and Moral Evidence.

(1.) They differ in their subjects; the subjects of demonstrative or Scientific evidence are the properties of abstract notions of space and number; and the subjects of moral evidence are the actual and variable relations of things. The first is founded on the truths of *intellection* and the second on those of *consciousness* and *common sense* improved by experience.

(2.) They differ in the extent of their evidence. Scientific Evidence is all certainty. Moral Evidence admits of degrees from possibility to probability and moral certainty.

(3.) They differ from in this that Scientific Evidence admits of no contrariety of proofs which the Moral Evidence does. In the former one demonstration is true and the rest false. In the latter there contrary presumptions, contrary experiences and contrary testimonies.

(4.) They differ in the nature of their evidence. Scientific Evidence consists of single chain who separate link are intimately connected with



one another : Moral Evidence consists of “a bundle of proofs.” Each proof proves some part of the truth and the probability or evidence of the whole consists of the probability of the separate proofs.

6. In every syllogism the conclusion is necessarily involved in one of the premises. This will appear from the following syllogism.

All men are mortal  
Socrates is a man  
Therefore Socrates is mortal.

This is a syllogism correct in mood and figure and in fact one with which all works on Logic are illustrated. Now let us see whether this conveys to us any new knowledge or not. If we analyse the major premises we see that, the expression “all men stands for an indefinite number of men and includes Socrates. The major therefore is only a circuitous way of saying that Socrates is mortal.

Now suppose that the truth of the major is beyond doubt. Let us analyse the minor premises. Here man is but a periphrasis for a mortal creature so that if, one for arguments to doubt if Socrates is a man it is impossible for the antagonist however he may vary the syllogism to shew that Socrates. For this he must have recourse to experience or Moral Evidence. On these grounds Dr. Campbell considers the syllogism to involve a *petio principii*.

It will be not superfluous to mention that the judicious author of a system of Logic, Ratiocinative and Inductive, has in his great work come to the same conclusion and says that in all syllogisms the conclusion is implied in the premises and its use is only in “interpreting our memorandum” and shewing that the new case is included under it.

Both these authors and many others, agree in asserting that all reasoning is from particulars to particulars. It therefore follows that the inference is concluded when we assert the major and is in effect of this form. A, B, C are mortal, Socrates resembles them and therefore Socrates is mortal. There is no reason then to doubt that in a syllogism the inference is included in the Premises and that our author is right in charging it with begging the question.

7. The circumstances which are chiefly instrumental in operating on the passions are the seven following.

(1.) Probability which invigorates belief. Belief makes our ideas lively which excites the passion.

(2.) Plausibility which though it does not impart positive belief is necessary for preventing doubts and affording an easy access to the mind for which the speaker says.

(3.) Importance which arises either from the greatness of the action or from the dignity of the actors or sufferers, or from the influence of the consequences as they affects a great many persons or are felt to a remote age.

(4.) The proximity of time which must be understood of what is past as well as what is future.

(5.) Connexion of place which includes in it vicinage, being under the same government, being in alliance &c.

(6.) Relation with the actors or the sufferers, of which one favours one speaker and the other his antagonist. In this is included affinity consanguinity, having the same occupation, having the same religion and the like circumstances.

(7.) Interest in the consequences which as it touches the efficient principle of self love, imparts the passion directly.

Besides these our mortal sentiments effectually impel us to action and rouse the passions. It is observed that all the circumstances besides the last operate on the passions by affording to us more or less facilities to sympathise with persons in whose favour the discourse is delivered.

In Antonys speech over the body of Ceasar the speaker artfully insinuates the probability of Ceasars not being ambitious. In the last part by shewing that Ceasar had bequeathed money and lands even by his will, the speaker makes of the last circumstance of interest in the consequences and touches the feelings of the people.

8. Our author says that plausibility is derived from experience as well as probability. They differ from one another in this, that plausibility arises from the consistency of the subject with our former experience and probability from the direct evidence of experience. In probable reasoning we say that it is probable that such an event happened and we have experience to prove it. In the plausible we have not evidence but only assert that if such had been the case such would have been the possible result.

There evidently grounds of difference between these two qualities but they are allied to each other. In fact they are different degrees of the same evidence of experience. Our other says analogy is indirect experience. I say that plausibility is indirect probability. In other words if probability is built of experience, plausibility is founded upon Analogy.

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### *Afternoon Paper.*

1. The distinguishing qualifications of such use as is the sole standard of Style are: First, the use must be reputable, that is sanctioned by the authority of the best writers in the language: Secondly, the use must be national by which is to be understood that it must not be provincial or used only in some parts of the country, nor confined to certain professions nor formed according to foreign signification and construction. Third, the use must be such as has obtained in the present age, that is neither obsolete nor occurring only in recent or new authors and writers.

It will help to understand the import and extent of the qualifications to see how they originated. It is certain that use is the Standard of Language. But is every use entitled to an equal authority? Certainly not; on the other hand some use is not entitled to any authority. Now how are we to distinguish it from such which is entitled to have an authority in language? For answering this question it is necessary to remember the ultimate aim of language, which is to convey our thoughts to others. It is certain therefore that the fitness of a language will depend on the copiousness with which it conveys knowledge as well as on the number of people using the same language to whom it can convey knowledge. The last qualification of language is violated (1) by using foreign words and arrangements, (2) by using provincialisms, (3) by using words in the senses they take in particular professions, (4) by using such as have been used by those who, being uneducated and conversant with few Ideas, cannot be expected to use them with propriety, (5) by using vulgarisms which are nothing more than the misapplications of words or phrases by the uneducated classes from an affectation of imitating their superiors, and (6) by using words and phrases which are obsolete or



according to our author, whose use has been dropped for a period above the length of mans life, or which are of recent use in both which cases they are not generally known. It is know easy to see into the import of our author's limitations.

With regard to the extent, all ordinary writings and speeches must adapt itself to above manner. But there is some liberty allowed to scientific terms and to poetry specially. Thus Foreign words when the science is foreign, may be used by the writers on that science. Some obsolete words add variety to the numbers of poetry. Some vulgarisms and cant phrases are appropriate in burlesque because there the object is to convey the Ideas of meanness with which such words or phrases are associated in our minds.

2. Here *by consequence*, is preferable to *of consequence*, to mean, *consequently*; because the latter also means, *of importance*. By confining ourselves to the former in sense of *consequently* we avoid an ambiguity and thereby improve the language.

Scarcely should according to the analogy of the language be used as an adverb and scarce as an adjective. By this usage we avoid an equivocation.

*Subtraction* is preferable to *substraction* because in the former the etymology is manifest as well as similiar to that of other words formed from the Latin tongue. This regard to manifest etymology promotes the simplicity of the language. *Contemporary* is preferable to *cotemporary* because according to the analogy of the language we only drop the *n* of *con* before words beginning with a vowel or silent *h*. Though the word *co-partner* is not formed according to this analogy yet, as our author justly observes, we ought not to multiply exceptions. For the same reason we should prefer, *though it be ever so great*, to, *though it be never so great*. By using *accept* instead of, *accept of* we promote brevity without violating any other rule.

3. The following are the canons: (1.) All words and phrases remarkably unharmonious and not absolutely necessary should be discarded.

A word is absolutely necessary when we cannot express its signification without a circumlocution and the unharmoniousness may arise either from the nature of the compound as in the words, *shamefacedness*, *tenderheartedness* and the like; or from the difficulty of pronounciation, either because there are too many consonants without a vowel between, as in the word, *concupiscence*, or because too many unaccented syllables follow the accented one as in the word *péremptoriness*; or lastly it may arise because two similar unaccented syllables follow each other as in the words *holily*, *silibly*.

(2.) Words whose manifest etymology points to a different signification from what is in use should undergo the same fate. An instance we have in the word *unloose* whose should mean the opposite of *loose* wheras it has the same signification and means to untie.

(3.) All words which are obsolete except so far as they are retained in particular phrases should be dropped. Such are the words *lief*, *dint*, *whit moot* and *pro and con*, in the following phrases: "I had as lief go"—"He convinced him by dint of argument"—"He is not a whit better"—"This is a moot point"—"He discussed it pro and con."—which have all an air of vulgarity and cant.

(4.) All phrases, which when analyzed according to the rules of the grammar and language either contain a solecism, or convey a different

meaning or have no meaning at all should be discarded. Such is the phrase *would to God*, where nothing is wished to God but rather that God is expected to will some thing and is therefore a solecism. So the expression he sings a good song—for he sings well should convey according the usage of the language a different meaning. And the expression there were seven ladies in the company every one prettier than the other has no meaning.

4. The words state and estate, property and propriety import and importance were formerly used in the same signification. They have now been distinguished. The word state means a large government, estate, landed property. The allied signification of property and propriety has been retained in the word proprietary when applied to rights. Import now means, meaning.

The word decompound now means to analyse compounds whereas it formerly meant to form new compounds of compounds. The word affect now means to influence whereas it formerly meant to like. So in Bacon “affecting freewill &c.

5. The purity of language may be violated in three ways. First by using words that do not belong to the language : Secondly by using construction that have not currency in the language : Thirdly by words in their wrong signification. These three classess of faults are denominated barbarism, solecism and impropriety respectively.

6. Idiotism means the use of a word in the signification of a foreign language as the use of the word intend for mean in a passage which from Bolingbroke which our author has noticed. Such is also the use of take for understand in the expression “you take me.”

7. The object of perspicuity according to the celebrated Latin Critic is to present our thoughts through such language that those whom we address may have not difficulty in understanding them and therefore will not have their attentions diverted by the words from the sense. The relation of language to our apprehension is analogous to the relation of the medium, through which light is transmitted to our eyes, to our sight and as the one cannot be too transparent so cannot the other be too perspicuous.

8. In (1) there a solecism in the use of the plural in connection with the comparative and an impropriety from the use of “all others.” The quotation may be corrected thus—This noble nation has admitted the fewest corruption of all—or fewer corruptions than any other. I have substituted has for hath for the last is pretty near obsolete since the time of Campbell who finds no fault with it.

In (2) the word among is improperly used and the latter part of the sentence should be—from one another.

In (3) we have improper use of the word conscience in its obsolete sense of on consciousness. This will therefore make a correct sentence by substituting the word consciousness for conscience.

In (4) the sense is ambiguous for the use of the phrase nothing less and may mean—he aimed at nothing less than he aimed at the crown, that is, he aimed the least of all at the crown—or he did not aim at any thing less than the crown. These two expression according to the different may be used as occasion requires them.

In (5) I think the sentence will be simple by substituting, to beguile, for, beguiling. Some grammarians are for rejecting the use of the



substantive participle like beguiling but our author thinks that it should be retained.

In (6) besides the improper use of *for* in the place of *in*, we have no answer to the first question on which the rest of the sentence turns and the ambiguous expression “Lord of the Creation.” It may be corrected thus.

Is not man superior to the brutes? If in what? He is superior to him in reason. It is for reason—reason alone that he is considered as the lord of all created things. The phrase “Lord of the Creation” is applicable to God only.

In (7) the infinitive to experience is improperly used for—to feel the consequences of—and, missed, for failed. Also there is no particular knowledge that is spoken of and therefore the word that should be omitted. The sentence if corrected will run thus. If youth be spent in idleness, we will have in old age to feel the consequences of the want of knowledge we have failed to acquire. I have the word occasion as it encumbers the sentence with adding much to the meaning.

In (8) calamities is used for misery, negligence which means a habit for neglect which means an act and conduct for management and due for owing. The correct sentence will be this: The misery or happiness of children are to be attributed to the neglect or good management of parents. I have omitted owing as it seem ambiguous, and given a turn to the expression.

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## RHETORIC.

### *Morning Paper.*

Eloquence, in the greatest latitude, denotes that art or talent by which we learn to adapt our speech or discourse to the end in view. This is Campbell’s definition of Eloquence.

Every discourse must be ultimately directed to one or other of these four objects:—(1) to convince the understanding, (2) to please the fancy, (3) to move the passions, (4) or to influence the will.

In any one discourse, it may so happen, that all or more than one of these ends be the end of the orator; but then *one* only is the principal scope, the rest being but accessory. Thus to influence the will of an assembly the orator must first of all enlighten their understanding by clear and adequate illustrations; then, by the exhibition of appropriate images, please the fancy of the audience; after which the orator must excite their passions by interesting them in the discourse; and then lastly persuade their will. So that it appears that every preceeding end is but a preparatory step for accomplishing the one which immediately follows; and that to attain the last end all the others must be previously secured.

There is but one specis of eloquence which, as Campbell justly observes, disdains all aid from the fancy. This is Mathematical demonstration. Here the orator has very little to do. Perspicuity of expression simplicity of diction and accuracy of method are all which constitute the excellence of this specis of eloquence.

That species of eloquence which strongly excites the passions is designated by Campbell the '*pathetic*.' In common parlance, and in the ordinary acceptance of the word, pathetic simply means 'of or relating to the *softer* feelings of our nature.' Accordingly a discourse is called pathetic which excites our pity, commiseration, love, friendship or any other tender emotion of the heart. But the word is derived from the Greek *παθος* which signifies any feeling emotion or passion of the human breast; and hence Campbell gives the word this extended but original signification.

The '*vehement*' in eloquence is the demonstrative and the pathetic mixed up together. The aim of this is first to convince the audience of the justice and reasonableness of what the orator speaks; and then to persuade them to a certain line of conduct. To this species all the triumphs in eloquence are undoubtedly to be ascribed.

The design of wit is to excite in the mind an agreeable surprise, and that arising not from any thing marvellous in the subject, but solely from the imagery employed, or the strange assemblage of related ideas presented to the mind.

As wit is in the painting or humor is in the pathetic in common conversation. It is necessary to observe that Campbell divides eloquence into grave and light. The one refers to the serious declamations of the orator; the other to ordinary parlance. And in this latter wit, humor, and ridicule chiefly predominate, though at times, but very unfrequently, they may be aptly employed by the graver orator. As the pathetic is in the first sort, so humor is in the second sort or in the "inferior sphere of eloquence." The nature and efficacy of wit may be thus unravelled. A just exhibition of an ardent or durable passion excited by an adequate cause instantly engages sympathy, the common bond of human souls. But if the passion be either not durable or not ardent, or if the exciting cause be not adequate, or lastly if the expression of the passion be not at all proportioned to the cause which excites it, *i.e.* if we find the passion to be too violent; a just exhibition, instead of engaging sympathy, excites contempt. The portrait in the former case is called *pathetic*, in the latter *humorous*. I have said the passion must either be not too ardent or not too durable. This limitation is necessary; for if the passion be too ardent, it does not give rise to contempt, but fellow-feeling. In this case the effect of humor is destroyed by a principle of our nature, which produces an opposite effect.

But although contempt be the principal passion to which humor is directed, every address, even every pertinent address, to contempt is not humorous. The extracts from Bolingbroke's letter to Sir William Windham, and from Swift, given in Campbell sufficiently prove this.

Campbell maintains that wit is produced by one or other of the three following ways:—(a) by debasing things pompous and seemingly grave;\* (b) By aggrandizing things low and frivolous; (c) and by exhibiting ordinary objects by means not only remote but apparently contrary.

(1.) In this passage, the wit consists in the debasing of the qualities of a man who is at once a great warrior and a great statesman to those

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\* He says "*seemingly* grave; for to debase what is *really* grave has something shocking in it, and rarely fails to counteract the end."



of some amphibious rats; and the comparison rests on this single circumstance—that both partake of the nature of two contradictory things. The man unites in his own person the qualities both of the warrior and statesman—qualities which are contradictory in their nature, for what two things are more opposed to each other than peace and war? The amphibious rat lives both on land and on water, things opposed to each other.

(2.) In this passage things low and great are coupled together great military abilities and well-soled boots.

This is the wit of the passage. Besides, it has an oblique or indirect thrust at Homer for his recurring so often in so great a poem to so unimportant things as shoes; in which consists the humor.

(3.) This passage is very witty. It falls in the third species of wit above explained. The comparison of the soul and body of man to wine and flesh is both witty and humorous. Again the coupling of the spirit and flesh to the play at leap-frog with the addition of the different characters each has like a rider and his horse;—all this render the latter part of the sentence, if possible, still more witty and humorous.

The first difference is in their subjects. The subject of the one is the necessary and invariable relations among ideas, that of the other the contingent though variable relations amongst things. The one consists in the properties of abstract notions, the other in those of actual existences.

The second difference is, that moral evidence admits of degrees of evidence, demonstrative does not. In the first we ascend from bare possibility by insensible steps through probability to the summit of moral certainty; the other evidence must be either absolutely certain or absolutely false, there is no medium. The moral reasoner sometimes depends on opinions; in demonstrative reasoning no mention is ever made of opinions.

The third difference is, that moral evidence admits of contrariety of proofs; mathematical evidence does not. In all moral reasoning there are almost always contrary opinions, contrary proofs, contrary presumptions, and contrary tendencies; In demonstrative reasoning the idea of contrary proofs is absurd.

We sometimes say indeed, (in moral reasoning) that the proof is on this side of the question, and not on the other. But this means the overplus of the evidence. If the evidence on one side greatly preponderates that on the other, we say indeed that the evidence is on the first side and not on the second. But in demonstrative reasoning to say that a proposition as well as its contradictory, are both demonstrable, is to say that the same thing is both true and false, which is manifestly absurd.

The fourth and last difference consists in this—that demonstrative evidence is one uniform chain, the several links of which mutually support each other; whereas moral evidence is but too frequently a huddle of independent proofs. In the one case each part of the proof taken separately proves nothing, although taken together they do a great deal; while in the other each part of the proof has its own value, and the actual evidence is the sum total of the evidences of all the parts taken together. Demonstrative reasoning may be compared to an arch, from which if you take out one brick the whole falls to the ground; moral reasoning may be compared to a tower, the lower parts of which support the higher; and if you take away the upper parts the lower will still remain.

In every syllogism, the major premiss apparently assumes the thing which is required to be proved. Thus in the syllogism—

All men are mortal  
Socrates is a man  
Therefore Socrates is mortal,

we see that the major premiss *assumes* the conclusion, since it is a universal proposition which includes within itself, along with many others, the particular proposition with respect to the mortality of Socrates, which we are required to prove. Every syllogism, therefore, involves in it what is called a *petitio principii*, or begging of the question, inasmuch as every syllogism pretends to draw a conclusion which is tacitly assumed in the premiss.

This defect, as it is a defect in Campbell's judgment, arises from the nature of syllogistic reasoning, which decides concerning particulars from generals; and since the mind more readily assents to particular propositions than general ones, reasoning by syllogisms necessarily *assumes* the very thing which we are required to prove.\*

Probability, Plausibility, Nearness in time, Vicinity in place, Interest in the subject, Importance, together with another (which I cannot at present recollect) are the seven circumstances which are chiefly instrumental in operating on the passions.

Antony begins by referring to certain acts of Cæsar's which shew that the alledged ambition of Cæsar was *improbable*, and *implausible*.

When that the poor have cri'd,  
Cæsar hath wept. Did this in Cæsar ambition seem?  
Ambition should be made of sterner stuff.

Antony then proceeds to shew the body, and the several wounds made on it by the conspirators, which is availing himself of the two circumstances—contiguity in time and place. The speaker then excites the audience in his favor by appealing to their interest when he speaks of Cæsar's will, by which every one of them was intended to be benefited. Lastly he speaks of the importance and pernicious consequences likely to proceed from the perpetration of the deed, when he says—

“Then bloody treason flourished through Rome;  
Then Cæsar did fall—then you and I  
Did fall. Oh my countrymen!  
What a fall was there?”

Probability is the degree of evidence any fact or assertion has; plausibility is merely the *appearance* of evidence. In English the word verisemblance or verisimilitude expresses its proper idea. An event or assertion may be plausible yet may not have any degree of probability in it; whereas where probability is, plausibility is generally found, not always.

These two qualities are very nearly allied to one another, so much so that in common discourse the one is not unfrequently used for the other. The distinction, however, between the two I have endeavoured to point out; and, in my opinion, they are not “totally distinct.”

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\* This is the way in which Campbell maintains his ground. Whether his reasoning be conclusive may however, well be doubted. I would, therefore, by no means be understood to subscribe to his doctrine.



*Afternoon Paper.*

The distinguishing qualifications of use are *reputable*, *national*, and *present*.

By reputable use is meant that use which is confined to authors of reputation.

National use is opposed both to foreign and to provincial. We must neither use words which belong to a language different from the one in which we speak or write, nor words which are only in partial use being confined to a certain province or men of a particular profession.

Present use is opposed to obsolete, not to old. We generally make use of those words which were current in the days of Shakespeare, and which have not become obsolete in our own.

(1.) We should use "by consequence" and not "of consequence," when we mean *consequently*; because "of consequence" has another meaning quite different from the present. This meaning is "important," as when we say "this is a matter of great consequence" or "matter of consequence."

(2.) "Scarce" is already employed as an adjective, and therefore should be confined to that application; whereas when we wish to express the same idea adverbially both simplicity and analogy require that "scarcely" be used.

(3.) "Subtraction" is preferable to "substraction," because *subs* is not part of its root, whereas—*Sub* is.

(4.) "Contemporary" is preferable to "cotemporary;" because *con* is used before a consonant, and *co* before a vowel or a silent *h*. As concur, continue, co-adjutor co-heir. There is one exception to this rule, which is co-partner. But in cases of doubt, we ought to follow the rule and not the exception.

(5.) I would say "ever so great" and not "never so great," partly because strictly the latter phrase is an impropriety, and partly because no writer of the present day uses it.

(6.) According to Campbell "accept" is preferable to "accept of" on the ground of simplicity. For keeping the latter phrase we have a clumsy expression when we turn it into the passive voice. For then we have some such thing as "his present was accepted of by the king," where the consecutive appearance of two prepositions is apt to mislead. But the present use leans so much to the phrase which he protests against, that I should, in obedience to his own advice,\* prefer "accept of" to "accept."

These canons are four in number:—

(1.) Words which are remarkably unharmonious and which are not absolutely necessary may be rejected. Such as disinterestedness, livelily, shamefacedness, &c. &c.

(2.) Those words which have meanings different from those which their etymology indicates ought to be rejected. Such as co-action, co-active, which mean respectively compulsion and compulsory, although

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\* Before commencing the canons of verbal criticism Campbell says that they are meant to apply only in cases of divided use. But now the use with respect to the two phrases is not divided, in the strictest sense, "accept" being nearly obsolete at the present day.

their etymology plainly suggests very different meanings, which are acting with, and active with, respectively. Beholden for indebted to is likewise exceptionable, since beholden is the perfect participle of to behold, &c. &c.

(3.) Words which never come but with some others are to be rejected. Such as a moot point, by dint of argument, pro and con, &c. &c.

(4.) Words which, when analysed, involve a solecism, or a meaning different from what use has assigned to them, or no meaning at all, are to be rejected. Such as unloose for untie, unravel for extricate, there were seven ladies in the company each more beautiful than the rest, &c. &c.

State means condition or government, and estate means property. In ancient times these two words were confounded. Bacon and Shakespeare, for instance, use both these words indiscriminately, for condition.

Property means riches either in ready money or in land. Propriety means the justness or reasonableness of a motive or action. These two words were formerly used in the latter acceptance.

The word import signifies to mean, to denote; the word importance signifies moment. An example of the former is—the import of the word noun is a name; of the latter—this is a business of great importance. These two words were formerly used in the same sense for moment. For instance, Bacon, in his Essays, has these words “Above all for governments good policy *importeth* most,”—meaning “of the greatest consequence.”

Decomound formerly meant to compose of things already separated. It at present means the reverse—to separate any thing into its constituent elements.

Affect formerly meant to love, it at present means to concern. As when we say “this arrangement does not at all *affect* my convenience.”

Barbarism consists in the use of words which do not belong to the language in which we speak or write.

Solecism is when the words are not arranged according to the grammar of the language. It is a blunder in construction.

Impropriety is the use of words in a sense different from that which custom has assigned to them.

An idiotism or idiomatical expression is a peculiar mode of expression in which any word or phrase is intended to convey a particular meaning, which meaning is not evident from the grammar or genius of the language. *Nervous* signifying, in the medical cant, of weak nerves, *flimsy*, derived from the cant of manufacturers, &c. &c. are instances of this fault in composition.

The result which ought to be sought and obtained by perspicuity, according to Quintilian, is not that every body *may* understand our writing if he will, but that he *must* understand it whether he will or not.

(1.) Should be—This noble nation hath of all others admitted *fewest* corruptions—or This noble nation hath admitted *fewer* corruptions *than any other*.

(2.) Should be—The greatest masters of critical learning differ *from* one another—or The greatest masters &c. differ *among themselves*.

(3.) Should be—The *consciousness* &c.

(4.) Should be—Nothing less than the crown would satisfy his ambition—or Nothing less than the crown was aimed at by him.

(5.) Should be—He seeks something *in order to* beguile &c.



(6.) Should be—Is not man &c. ? It is *only for his possession of reason* that &c.

(7.) Should be—If youth be spent &c. that knowledge *which* we have &c.

(8.) Should be—The calamities or happiness of children *proceeds from the negligence or good conduct* &c.

(9.) Should be—We surely pity that man who neglects the faculties with which nature has endowed him : because *then* he will *certainly* turn &c.

(10.) Should be—*However this be* &c. Regiment should be *regimen*.

(11.) Should be—*Since* men naturally have no full and perfect power to command whole politic multitudes of men we *would be absolutely under the control of no man living*.

(12.) Should be—I should be loth thus *to express my private opinion* for the ordering of a public action (although I do it under the correction of those whose gravity and wisdom ought in such cases to over-rule) but that I see such boldness is now grown common ; and am therefore encouraged to hope that where all men are at liberty to offend, no man will shew himself a sharp accuser.

(13.) Should be—*Among no authors of eminence* do we recollect of of any, unless the writer &c.

(14.) If it is any honor that has been conferred on me, it is to have received from Napoleon's heir the literary work which he composed in prison, and which he well knew contains expressions of his regret for my sentiments on his uncle.

N. B. In the foregoing examples I have not *pointed out* what parts are objectionable ; but since I have corrected what I thought required an alteration, the exceptionable parts have been *virtually* pointed out.

\* If I remember rightly, Campbell has in some places used *exceeding* for *exceedingly*, and offended, similarly with other words ; against his own canons of style. His chapters "on the power of signs to express ideas" and "how does it happen that nonsense sometimes escapes the notice both of the writer and reader," are a standing monument of mystical writing, as he himself has acknowledged. He moreover pertinaciously adheres to the old form *he hath*, and never for once says *he has*.

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*The 28th September 1850.*

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## ENGLISH ESSAY.

“What custom wills, in all things should we do’t,  
The dust on antique time would lie unswept,  
And mountainous error be too highly heap’d  
For truth to over-peer.”—SHAKESPEARE.

“They that reverence too much old times are but a scorn to the new.”—LORD BACON.

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We rarely find people ready to accept of innovations without a struggle. History affords no instance of a race despising “time-honored” institutions, because they are found, in their own days, insufficient to fulfil the objects for which they were originally designed; and taking up with alacrity others which experience shews to be fitter than the old ones. This indeed is the peculiar character of the inhabitants of this world, that they are all averse to change. From the philosopher down to the illiterate swain, every man desires to live as he is; and scarcely any body is found who possesses sufficient strength of mind to sacrifice present comfort to the expectations of better luck in days to come. There are of course exceptions to this—of men who, towering above their contemporaries in intellect, have conducted their fellows through untried paths of improvement and glory. But these excepted cases are few, and only serve to prove the rule. Dr. Arnold has borne testimony to the truth of this in his history of Rome. In speaking of the patient sufferings of the Roman commons under the tyranny of the Aristocracy, he says, their patience “arose, over and above all other causes, from that innate fondness of remaining as we are which nothing but the most intolerable misery can altogether extinguish.”

But notwithstanding this peculiar tendency to resist change in the character of the human races, an inquirer is scarcely satisfied with merely observing the fact. He is inclined to seek for the probable cause, and the actual consequences of it on the condition of individuals. With respect to the cause he remains doubtful; but his own experience soon tells him that it exercises a most pernicious influence on the happiness both of individuals and of society. “Time,” says Bacon, “is the greatest innovator.” What supplied the wants of our fathers no longer serves the same purpose to us; what satisfied their curiosity ceases to please a more fastidious posterity. All this is produced in the course of time. If, therefore, we pertinaciously fasten to the institutions and habits of days long since passed away, we try, as much as lies in our power, to turn the current of time, and, although unintentionally, oppose a barrier to the course of Providence. The immediate and remote consequences of this blind addictedness to the old and the familiar, and unjustifiable disregard of the new and the unknown are very injurious, and cannot fail to attract the notice of the most ordinary mind.

Irrespective, then, of all religious considerations, we cannot hesitate to pronounce that “a forward retention of customs” is productive of many and great mischiefs to society. We cannot, indeed, too much guard against the evils of an indiscriminate adoption of innovations; but the evils which accrue both to individuals and nations from an unenlightened love of old times are, if possible, of greater magnitude, operate



longer, and have a more pernicious tendency. We, Hindus are at present too much suffering from them to require illustrations. Errors are heaped on errors in our institutions, both social and religious; and no body dares remove them. A man, who endeavours to live in old age just as he lived in youth, is no better than a fool, that tries to trifle with time. As when the operation of a mechanical instrument is stopped by a derangement in its parts, we must first remove the cause before we can expect to see it work on as regularly as formerly; so in the body—the work of the Great Mechanist of the universe—when any unusual circumstance produces a temporary secession of the ordinary functions, we must first of all remove that circumstance, and the body will go on as before. All innovations in government, which are really necessary, are but remedies which must be applied to the body politic, just as in cases of sickness we must apply remedies to the natural body. History affords innumerable instances of the misery and bloodshed which have happened to nations from an immoderate attachment to old customs. The same intelligent observer whom we have quoted before thus speaks of it:—"Society has almost always commenced in inequalities, and its tendency is towards equality; but the inequalities of its early stage are neither unnatural nor unjust. It is only the desire of perpetuating instead of removing them, the folly of thinking that men's institutions will be lasting when every thing else in the world is changing, that has led to injustice."

The house of Stuart wished to wield, with an impotent hand, the same unyielding sceptre which the despotic Elizabeth did over the English Nation. But the times were changed: what the fathers had endured the sons despised to bear; those privileges which the former had forborne to demand the latter, in the fullness of time carried with a high hand.

Elizabeth had made the nation tremble beneath her sway; the nation made her immediate successor tremble before them, and brought *his* more celebrated successor to the scaffold. Such is the giant-stride which reason and sense of justice had made on public opinion in England between the death of the Queen and the execution of Charles I. The history of Rome affords a similar illustration of the deplorable consequences of a blind attachment to old times. What a vast difference between the Roman commons of A. U. C. 250, and those of 316? Although the history of this period is uncommonly imperfect, yet we obtain a pretty clear idea of the revolutions and bloodsheds which preceded the enactment of the laws of the twelve tables. Again, in our own days, what a horrible scene was opened in Paris before France finally assumed a republican name!

All these horrors, all these miseries substantially proceed from withholding those rights from the people which experience shews must be given to them. That ruler, therefore, who disregarding the growing light of reason and justice, deliberately omits to fulfill this most necessary part of his duty, is emphatically a tyrant: he virtually absolves his subjects from their allegiance, and must therefore be content to undergo that punishment which the vengeance of insulted humanity shall unquestionably bring upon his head.

But whatever may be the magnitude and extent of the evils which proceed to society from an unwise love of old institutions and old customs, so far as the affairs of this life of trial are concerned; they sink

into insignificance, when compared with those which that love brings upon us in another life the happiness of which ought to be the sole object of our endeavours here. I have shewn that an attempt to make society remain as it is to all eternity, involves in it an impious obstruction to the will of God: that the desire of continuing in the same state, and making others to do so is wishing to impede the course of providence. This sinful endeavour to counteract the natural order of things which the Supreme Mind hath established in the universe will assuredly subject us, in the life to come, to that punishment which such a crime merits. No expiations shall afterwards save us from the justice of an impartial God.

“In the corrupted currents of this world  
Offence’s guilDED hand may shove by justice;  
But there is no shuffling there:—”

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3rd October, 1850.

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“What custom wills, in all things should we do’t,  
‘The dust on antique time would lie unswept,  
‘And mountainous error be too highly heap’d,  
‘For truth to over-peer.”—SHAKESPEARE.

“They that reverence too much old times are but a scorn to the new.”—BACON.

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Here are the voices of the greatest Poet and of the greatest Philosopher of England against doing “what custom wills.” They do not, however, proscribe all reverence for antiquity. They do not say—leave all established usage and accept unformed institutions. They do not say—bury all endearing associations in a headstrong zeal for every imperfect birth of time. But they say,—do not “in all things, what custom wills”—have not “too much reverence for old times.” Let us, they say,—sweep the dust on antique time—remove those things on which “mountainous error” is “too highly heaped for truth to over-peer.” Tear not with ruffian hands, say they, what has been linked by time with the great and the good of by-gone days, but gently drop such as have their good associations of the past annihilated by the experience of present evil. Retain what is good from the past but let such, as have in the lapse of time ceased to be of any benefit to us, fall into oblivion. With slight help of metaphor we may say—

“Do not dull thy palm with each new and unfledg’d comrade;  
‘But be so true to them that thou be not false to the old.”

This principle with these limitations is the foundation of salutary reforms. It forms the cornerstone of human happiness. In arts as well as in sciences, in public as well as in private life, it has shewn its omnipotence to secure the progressive good of human nature. The history of man teems with illustrations of this renovating principle—of its truth and efficacy. A few, however will suffice to throw light on the words of the mighty Bard and the mighty Philosopher.



The use of Government for securing the best interests of human nature has been understood from a very early age. Accordingly it has been established in all civilised countries under the different forms of the monarchy, the aristocracy and the democracy. Each has been founded on a different principle. But do not all the forms of government corroborate the truth of the necessity of salutary reforms? What was the legislation of Solon in the renowned state of Athens? What, that of Lycurgus in her rival state of Sparta? What was the object of the legislation of the decemvirate? Were not these changes on the preceding order of things? Did not each government as it broke up shew the necessity of farther reforms? Throughout all the changes each, in its progress as well as in its decay, confirmed the principle of reformation.

But let us come nearer to modern times. The constitution of England is justly esteemed the best form of representative government. Has it continued so in all all ages? Or is it birth of the principle of reformation? There are who cannot forsake their reverence for antiquity and who fancy that they can safely insist on their principle by proving that every part of the constitution was to be found in the former order of things, and the so-called change is not an innovation but a restoration. It is immaterial to the question whether the change be an innovation or a restoration for in both cases some alteration is produced on the state of things preceding the event. Now what has been the course of reform in the English constitution? Has it not kept pace with the growing necessity of the nation? The Magna Charta secured property and personal liberty from being violated by the sovereign. The form of the representative body was less quietly established in the reign of Henry. As the nation prospered under these changes the thoughts of merely leading a private life gave place to the glorious idea of taking part in the noblest theatre of public life. Then began a contest the most glorious in which the English nation had been engaged. At first they proceeded with an equable pace securing the nation against those evils which threatened it. But the violence of some of the reformers divided the nation into two parties who went to the length of drawing the sword of civil war against each other. All the hopes of the nation vanished for a Military Tyranny was established. After the death of the Tyrant the army more directly controlled the proceedings of the government; till the nation in just fear returned to former state of things. The state however was ripe for another revolution and the revolution of 1688 secured to the nation the blessings of a good government and "bound the title of the sovereign with the rights of the people."

Now let us turn to France whose revolutions have taken the most horrible shape of all in the world. Did not the revolutions of France arise from misgovernment? Did not its malignity arise from the long accumulation of evils? The government was owing reforms that may suit the increased intelligence and activity of the nation. They had accumulated to a large amount and the government broke up in paying it. Then rose the demagogues of the people. Then also followed the proscriptions of dreadful fierceness and audacity. At the last the horrors of the revolution were closed by a Tyranny, and the evils of withholding salutary reforms were full.

In law it would seem from the reverence that is shewn to the precedents and practice of former times, that there is no scope for reformation.

But this reverence for antiquity extends only so far that we be secure against the admission of an evil. Since any irregularity in law will be felt immediately through all classes of the society it is best to remain where we are than move forward without knowing our way. Yet when the ground before has been found to be firm we have moved beyond the limits prescribed by former ages. Has not the names of Bentham and Romilly been endeared to the English for the reform of that they introduced in the criminal law of their mother land? Has not the Code of Napoleon embalmed him in the memory of France?

In science the progress of the world since the time of Bacon yields evidence to the truth of our principle. The authority of Aristotle and his Logic had withheld all reformation and along with it had hindered all improvement for centuries. At last Bacon broke the charm. Newton, Laplace and a host of great men unraveled the mysteries of nature. Science and Art raised their head to deck human life in the luxuries of a civilised life and increase his power over nature.

In private life the influence of salutary changes is not less perceptible than in other departments. How widely different is the treatment of women in Europe from that in Asia. In the latter the partner of man and his solace in life is consigned to the jealous seclusion of a zenana, and forbidden the pleasures of society. Nor has she the power of conversing with the great men of by-gone days, being denied the benefits of education. Thus she has no other thoughts to engage her but the capricious love of her lord. But how different is the picture of domestic life in Europe? There the charms of private life alleviate the misery of human nature. An affectionate regard of the husband enlivens the pleasures and mitigates the griefs of the wife, and the reciprocal loving obedience on the part of the wife enhances the value of life to the husband. And is not all this due to the chivalrous spirit of the middle ages? It was then that woman obtained her place in the heart of man.

It is needless to multiply illustrations. Wherever we turn we meet with the effects of this principle. If reformation be suppressed it deteriorates the human character. If opposed it endangers the happiness of man. And when the current of this vivifying principle is allowed its natural course, it enlivens the prospect of man's life and decks it with the fresh ornaments of Sciences and Arts.

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## HISTORY.

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ARNOLD'S ROME, VOL. I.

### *Morning Paper.*

1. The principal authorities for the part of the History of Rome from its foundation down to the invasion of the Gauls are Livy, Dionysius, Diadoras, and Plutarch. But the accounts they have transmitted to us are not complete. They are mixed up with fictions, and only here and there interspersed with fragments of authentic history. But the blame does not rest solely on them. They had no other materials than the legends and the funeral orations which are surely to contain



fictions and impossibilities. But it was their fault that they did not endeavour to bring out truths out of those legendary tales and traditions. They copied what they found in them, little minding the contradictions contained in them.

However the legends and the funeral orations are so romantic and imaginative in their nature, that men of ordinary capacities would be unwilling to sacrifice them to the scrutiny of criticism. They are addressed to the imagination, and please the fancy. They contain nothing about the true origin of the Romans, or their early language. No insight into the political and social relations of the different orders of Roman people could be had from them. They are busy solely with the glorious actions of the early celebrated Romans. But even they had so mixed up with fables and romantic fictions that it is difficult for a modern enquirer to glean out truth from them. And so we find that for a long time they remained in their original state, until at last the immortal labour of Niebuhr cleared the way for modern enquirers, and brought out historical truths from them.

The marked features of the books of Livy and Dionysius are that the first is little partial to the interests of the early aristocratical party, and suppresses many facts which lead to the derogation of the character of the early patricians; and the latter a little inclined to the side of the popular party. Dionysius states many facts of which we find no trace in Livy. The last is too partial to the Quinctilian family, and suppresses the fact of the surprise of the capitol by Keso Quinctius, son of Quinctius Cincinnatus, the deliverer of the consul Minicius and his enemy from the hands of the Equians. But he keeps consistency in his history. He mentions the fact of the banishment of Keso, but suppresses the insurrection connected with it.

2. The object of Servius was to unite, on principles of justice and equity, the two orders of the Roman people, the patrician and the plebian, into one common and national body. He found that great many of the Romans enjoyed personal freedom, but no political rights. The conquered Latins were joined to the Romans, but they remained as it were a distinct body in Rome. They had no internal organization, nor any law to defend themselves against the caprices of the burghers. Accordingly Servius determined to give them an internal organization. He divided the city with the exception of the capitol into four tribes, and the country into twenty-six tribes. These included only the commons, and not the burghers, who lived indiscriminately among the portions allotted to the plebians. The tribes again he subdivided into different *pagi*, who met and consulted their own affairs in a neighbouring place, under an officer of their own, named tribune. These tribunes conducted the affairs only of their particular tribes, and all met on a public place to consult about any thing connected with all the commons. This was the origin of the *comitia* of tribes; and Servius gave them the power of conducting their internal affairs. He also gave the commons laws, and judges out of their body to try all civil cases, whereas before they were obliged to refer all cases to the king, or the body of burghers. In order to give a further organization to the commons, he is said to have instituted the festivals called *Paganalia* and *Compitalia*.

Afterwards he intended to make them an order of the state, and to let them have some influence in its jurisdiction. But the feeling of

jealousy of the patricians was great, and accordingly he was obliged to keep his intention secret, and to proceed in a silent manner.

Hitherto birth and rank conferred distinction on any member of the state; but he changed it into a timocracy; that is, he made property the standard of direction. Accordingly he divided the whole people of Rome, both patricians and plebians, into six classes, and each class into different centuries. The first class contains those whose property amounted to at least 100,000 ases; the second, those whose property amounted to at least 75,000 ases; the third, those whose property amounted to at least 50,000 ases; the fourth, those whose property amounted to 25,000; the fifth, those who possessed at least 12,500; and all those whose property fell below the minimum of the fifth class, comprised the sixth; and these last were exempt from the tributum, and were required to pay only a poll-tax.

Then he considered the whole people as an army composed of infantry and cavalry. He divided the classes which composed the infantry into different centuries; the first into 80 centuries, of which 40 were composed of men between the years 47 and 45, and they were to march out to battle, and 40, of men between the years 45 and 60, and they were to defend the city; and the second, third, and fourth, each into 20 centuries, of which 10 composed the elder men, and 10, younger ones; and the fifth into 30 centuries, of which 15 composed the elder and 15, the younger men. The sixth formed only one century.

He then divided the three two-fold centuries of the equities which then existed into six single ones, and these formed the six suffragia; and added to these 12 new centuries of the commons.

Afterwards he ordered them all to meet on the Campus Martius, and each century had a single vote. This was the origin of the comitia of centuries, and Servius gave them the power of deciding upon war and peace, the election of principal magistrates, and the confirmation of the legislative measures proposed by the senate.

Accordingly the tribunes of the commons were afterwards used to be elected by the comitia of the centuries, but the clients of the burghers had great influence in it, and so only such tribunes were elected, as favoured the side of the burghers. But Publilius made a law that tribunes of the commons should be henceforth elected in the comitia of tribes which included only the body of commons.

3. Tarquinus ascended the throne by the murder of the good king Servius, and no less tyrannically did he exercise his power when he got the throne into his own hands. He banished many persons from Rome, confiscated the properties of many, and killed many. He overthrew the constitution of Servius, and employed the commons in servile actions. He conciliated friendship with the principal men in the Latin cities, and employed mercenaries. He then made war on the Volscians, and took from them great plunder. He then began to build the Capitoline temple, and to make drains to carry off from between the hills. In digging the foundation of the temple, he found a fresh human head under the earth, which indicated that Rome should be the head of the whole world.

Afterwards he made war on the Gabians, who did not submit to him like the rest of the Latins, and after a long struggle, his son Sextus succeeded by a stratagem to give it into the hands of his father. He then made a peace with the Gabians, and allowed them to become his allies.



Afterwards he began to oppress his people so hard, that they found means to banish him from their city.

Some of the greater inconsistencies in the legend of Tarquinius Superbus are that immediately after his ascension to the throne he became the father of three grown up sons;—and that he was banished from his kingdom after a long reign, though in a mature age,—and that he exercised tyranny over the Romans for a long time without receiving any check from them, though he had not a power sufficient to overwhelm all their forces.

4. In the early period of the commonwealth the state of the commons was very wretched. During the wars which followed the banishment of Tarquinius they had neglected their farms, and so could not supply themselves with necessaries, for they depended solely on agriculture, and were not allowed to carry on commerce with foreign nations. Accordingly they were obliged to borrow money from the nobles at an exorbitant interest, and so involved themselves in debt. Now the law of debtor and creditor in Rome was very severe, and any person who could not pay his debt within a certain period was dragged by his creditor to his own house, where he was left confined till he paid his debt. If he still continued refractory, his person was produced in three successive market days, if any person would come to his aid, and be his security. If no one stood for him, then after sixty days he was either killed, or sold as a slave beyond the Roman dominions. The next step of the degradation of the commons was easy. They could not attend to their arms, and so the utility which they derived from the constitution of Servius was lost. The burghers began to tyrannize over them, and took from them all the powers which Servius has conferred upon them.

At length, after 15 years from the banishment of the last king, the commons driven to despair, resolved no longer to endure the personal degradation. According with a unanimous consent, they went all out of the city with their wives and children, and established themselves on the Sacred Mountain beyond the river the Arno. They sought safety, and not victory. Accordingly when the senators sent messengers to them to ask their demands and to recall them to Rome, they only insisted upon the articles of the cancelling of all existing debts, the release of all insolvent debtors, and the election of two persons out of their own body to defend them in future against the unlawful attacks of the burghers. The senate granted all the three demands, and so the people chose out of their own body two persons who were called tribunes. Their persons were made sacred, and any person who offered injury on their persons, were considered as traitors, and any one may kill with impunity.

5. In former times it was the opinion of the public that every citizen should be a landholder, and all lands which were public, were used to be divided among the persons who were newly raised to the right of citizenship. Now in Rome, there were many public lands which were undivided, and which consequently were occupied by the burghers, who tended their cattle in it, and paid a small tithe to the state as an acknowledgement that the state was the real proprietor, and the occupier the mere at will.

These occupiers would not allow themselves to be displaced from their possessions which they had long occupied, and which in a manner

became their own property. But then in Rome there was a great need of a new division of public lands, as many citizens were reduced to beggary in the late wars, and could not support themselves. So Spurius Cassius proposed that the undivided public lands should be equally divided among the people who possessed no lands. His colleague Virginus opposed him, and at the head of the aristocratical party, resolved to put a stop to his schemes. They began to traduce his character, and even the commons were deluded by this traducement of the burghers. But still the popular current was in his favour, and the senators were obliged to yield to the occasion, and so the Agrarian law was passed. But in the next year, when the consulship of Spurius went out of office, he was brought to trial before the Questors pauciori, and was convicted of treason. Accordingly he was put to death, and the burghers again became all powerful.

6. The laws of the twelve tables were divided into the civil and the constitutional laws.

The civil laws related to persons, things and actions.

Under the head of the laws regarding persons, there were laws which regulated the conduct of a person towards his children, his wife, and his neighbours, and the law of inheritance. Under the head of things, there were laws which regulated the sales of different articles, and the forms which were required to confirm them. Under the head of actions there were five modes of action or modes of proceeding against a man in law.

The first consisted in staking a certain sum between the plaintiff and the defendant; the second, in the application to the magistrate to chose; the third, in serving the notice to the defendant, and the fourth and fifth, in the manner of regaining the property lost by the will of the creditor. Then came the obligations, and the public crimes, and the punishment for the latter.

The constitutional law regarded five points; 1st appeal to the whole people; 2nd the judgment of the people in criminal cases; 3rd absence of tortures; 4th the last decision of the people superceding all other former decisions; and 5th the equal consideration of the debtor and the person who remained before the law.

The twelve laws abolished the comitia of tribes and that of centuries; but established a general comitia of tribes for all the people; and in this comitia, the burghers, commons, freedmen, all voted; and it was by this comitia that the twelve tables were confirmed.

7. The Carthaginians governed their neighbours and their allies on the African coast with despotic sway. They did not allow their allies, that is, the native Africans, to become the citizens of Carthage; while on the other hand Rome extended the rights of citizenship to all her allies. The Latins were allowed to become the citizens of Rome; and all the other nations in Italy which afterwards became subjects to Rome were allowed to have the privilege.

It was perhaps owing to this circumstance,—that is, the absolute sway which the Carthaginians exercised over her subjects,—and allies, and the moderate government of the Roman towards their allies that the Romans became successful in the Punic wars. But it was more owing to the good fortune of Rome that she was placed among a people civilized like her own citizens, and that her policy; and the bad fortune of Carthage that she was placed among barbarians.



## ELPHINSTONE'S INDIA, VOL. I.

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*Afternoon Paper.*

1. The natural divisions of Hindoostan are the basin of the river Indus, that of the Ganges, and the central India. The tract through which Indus passes is in part fertile, and in part sandy; but the places on its shores are throughout productive. The upper part of the country through which Indus flows forms the fertile district of Punjab; and the lower part, the district of Sind.

The river Ganges flows through a table land of long extent. It is very fertile, and the soil near the mouths of the river is alluvial.

The central India is very rugged, and is traversed throughout its whole extent by mountains. The Vindia hills covers almost the whole extent of this portion, and gives rise to many rivers, which fertilize the soil.

The natural divisions of the Dekhan are the portions between the sea and the ghats, the table land between those very mountains and the river Nerbudda, and the portion between the river Nerbudda and the Vindia mountains.

Dekhan is watered by many rivers, and is on the whole, very fertile. It is subject to less rain than Hindoostan, owing to the ghats, which obstruct the clouds from forming over it.

The vegetable productions of India are rice, corn of all sorts, indigo, tobacco, opium, cotton, silk, sago, sugar-cane, &c. Its forest produces very large trees, among which teak for building the masts of ships is very useful. The other large trees are the banyan, the babul, the sissoo, &c.

The minor productions of India are salt, saltpetre, gold &c.

2. From the accounts which the Greeks left to us it would appear that there was an extensive commerce carried on between India and the European countries, but the Indians had very little hand in it. The Arabs were the persons who transferred the articles from India to Egypt by the Indian ocean and the Red sea. But from a passage in the text of Menu, it would appear that the Indians had formerly sea voyages; for it is expressly said that the interest on money lent to those who went in sea should be greater than the ordinary rate of interest.

But this is not verified in any manner by the accounts which the Greeks have transmitted to us. It is true that small fishing-boats were to be occasionally seen in the Persian Gulf and in the Red Sea, but no Indian ship of commerce was ever seen by the Greeks in those seas. Nearchus says that Alexander was obliged to build ships in the Indus in order to transport his army and to man them with pilots from countries beyond the Indus. From all these accounts it would be manifest that the Indians possessed no active hands in the commerce which was used to be carried on in ancient times between the western coasts of India, and the European countries. It was left entirely in the hands of the Arabs, but still there was a coasting trade which was carried on by the Indians. The Indians took all the articles into their boats from the ships on the sea, and went with them along the river into the interior of the country.

But such was not the case in the coast of Coromandel. There was an active trade carried between the inhabitants of Bengal and the Deckan by sea. The rich productions of Bengal early attracted the

notice of the inhabitants of the Deckan. The chief exports of India were cotton, muslin, chintz of all kinds, indigo and dyes of all sorts, rice, opium, silk, saltpetre, &c. The chief imports were coarse and woollen cloth, tin, lead, copper, emerald and some others.

The circumstances which tend to shew that the Indians were formerly used to cross the Bay of Bengal are that the Hindu colonies in Sumatra and Java; and that there are many Chinese accounts which say that the early Hindoos were used to cross the Bay of Bengal, and carry men from one part to another.

3. The principal changes of caste since the time of Menu are that the Brahmins now do not lead the four-fold division of life which is mentioned in the code of Menu; that they now carry on trades on their own account; that they now enter as soldiers in the army; that monastic orders had taken their rise since that time; and that there no longer exists a servile class.

Of these the rise of the monastic orders and the extinction of the servile class are very important. Also the Brahmins now deny the existence of the military and the industrious classes. But the Rajpoots still claim a descent from them, and many of the people of the other states claim a descent from the original Veisas.

The class of Sudras is said to be now extinct. But still there are many agricultural classes who are said to be descended from the original Sudras. The Mahrattas are said to be of that class.

4. There are many works of Sanscrit literature extant which shew the great improvement which the ancient Hindus made in literature. Their dramas, particularly deserve the attention of all noble scholars. They rise to a high pitch of excellence. They are very few indeed owing to the manner in which the Hindu dramas were represented in courts, but still these possess an interest which will not be overlooked as long as the taste for literature exists. It is true that there are no tragedies among the number, but still there is such a variety of subjects and characters, that they fully make up this deficiency.

There is no unity of time nor that of place; but that of action, which consists the main thing in a drama, is preserved in all their works.

The best writers in drama are Kalidas, and Bhababutty. The first excels in tenderness and delicacy; and the second, possessing those qualities, further possesses a manly tone, and an energetic language. The last alone is the only Hindu writer extant who has written with a manly tone and an energetic language. All other writers partake of that natural effeminacy which is characterized in the moral character of the Indians.

The Hindoos take a great delight in description. They are unlike the Persians, who describe the effects of the natural objects on the feelings rather than on senses, which the characteristic of the Hindoos.

The Hindoos also possess many other writings. Their works on heroic poetry are not the least among the number. The Ramayan and the Maha Bharut are the chief of the last mentioned sort of writing. These possess an elegant language and a great simplicity. Among the descriptive poetry of the Hindoos, we have the Megh-dut, a work deserving much praise.

There are also fables and tales among the Hindoos, and the Arabians are said to have copied from them.



5. One of the generals engaged in the great war of Maha Bharut was Sahadeb, king of Mugud. The thirty-first from him was Agit Sutor, in whose reign, Goutoma is said to have flourished : and the fifth from Agit Sutor was Chandragupta. Now if Chandragupta and Sandracottus be the same person, we have by counting 25 years for the average length of each reign the date of Maha Bharut to be 900 years before the reign of Sandracottus, whose date is again fixed in the accounts of the Greeks. The probable age of the Vedas is the fourteenth century before the Christian era. This is deduced from the coincidence of the heavenly observations recorded in the Vedas with those of the observations of the fourteenth century. Also the place assigned to the solistical colure in those books is the same as that occupied by it in the fourteenth century.

The date of Menu is deduced from that of the Vedas. By comparing the change in the dialect of India from the compilation of the Vedas to the Code of Menu, with that from the code to the time of Alexander, it appears, that the supposed Menu must have lived half-way between the Vedas and Alexander, which would give the ninth century for its probable age.

6. The prominent claims to originality in Hindu science, specially in Algebra and Astronomy are that the other nations at the time when the Hindu science took its rise, were more immersed in ignorance than the Hindus, and the Hindus employ a peculiar manner in their calculation and their observations, which is different from any of the existing modes of the present time, and from those employed by the early Greeks and the Arabs. Also Aeiabhatta, the celebrated algebraist of the Indians, is said to have been contemporary with Diophantus, the inventor of Algebra among the Greeks. Now Aeiabhatta could not have made such great progress in Algebra, unless there had been some rudiments of the science already in existence ; and this proves that the Hindoos had a knowledge in those sciences previous to that of any other ancient nation.

The principal reasons for supposing that the Egyptians are indebted to India for their knowledge in Astronomy and Algebra than the reverse are the many points in the sciences of both the nations are common, which could not have been the case, had there not been a communication ; and since the Hindoos were acquainted earlier with those sciences than the Egyptians, it is probable that the latter nation borrowed those common points from the Hindoos ; also we know that knowledge travelled in a westernly direction, and not in an eastern.

7. Mahomed Ghaznavi made twelve expeditions into India, and in these reached as far as the river Ganges.

In these expeditions he destroyed many temples, and took away many valuable things out of India. He took Delhi, Canouge, Muttra and many other cities in the course of his expeditions ; but he left all these behind him, as soon as he could get his plunder, and returned to his own dominions. His conquests in India was limited only to Panjab and Moultan. These only he joined to his dominions. On the northern side his dominion extended to the interior of Transoxiana, and on the western, to the whole of Persia. His governors ruled over Khorasan, Bokhara, Persia, Ghore, Panjab and Moultan.

8. Mohamed is known by the Europeans and the Hindoos as a very avaricious and a bigoted person. The first charge is true, but the

second is unfounded. He did not kill men for the sake of his religion. It is said that he was not scrupulous to kill men even of his own religion, which proves that religion did not exercise so great an influence as to make him forget his other principles.

He was not cruel. The only persons who fell by his sword were those who were killed in war. He was brave, active, persevering, and energetic. He loved justice so much that he is said to have killed an unlawful violator of the bed of another by his own hand. There is another story connected with him which says that a woman came to him, and demanded him to requite her of the goods which her son lost in passing a desert in his dominions. When Mohamed refused this, she used an insulting language, but Mohamed suffered it, and thence set different governors to different parts of his dominion to take care of it.

He loved literature, but his avarice withheld him from enjoying the friendship of Ferdusui, the great poet of his time.

9. The causes which prevented the Arabs from effecting the conquest of India in a similar manner to that of Persia are that the Persians had no fit head among them, that their religion was not such as to bind them in one common interest; whereas the Hindus possessed a powerful military force in the Rajpoots, they had a religion which supported the Government in many points.

The Persians had no notion of the true Godhead, so when the Arabs preached up to them the Mahomedan religion which contained many truths, they greedily embraced it, and followed the banners of the Arabs. But in India, there was a mighty priesthood, which ruled the conscience of all men, and which obliged every person to serve the governments with all his powers. Besides the religion of the Hindoos contained many true notions of the Godhead, and so the Arabs could not persuade them to set aside their old religion and embrace a new one.

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## Mathematics.

### DIFFERENTIAL AND INTEGRAL CALCULUS.

$$1. \quad y = x \cdot e^y \therefore y_x = 0 = 0$$

$$dxy = e^y + x d_x y = e^y \therefore d_x = 0 \quad y = 1$$

$$dx^2 y = 2 dxy e^y + x dx^2 y e^y + x (dxy)^2 e^y \therefore dx^2 y = 2$$

$$dx^3 y = 3 dx^2 y e^y + 3 e^y (dxy)^2 + 3 x dxy \cdot dx^2 y e^y \\ + x dx^3 y e^y + x (dxy)^3 e^y$$

$$\therefore dx^3 y = 6 + 3 = 9 = 3^2$$

$$dx^4 y = 3 dx^3 y \cdot e^y + 3 dx^2 y dxy \cdot e^y \\ + 6 dx^2 y dxy e^y + 3 e^y (dxy)^3 \\ + 3 dxy dx^2 y e^y + dx^3 y e^y + (dxy)^3 e^y \\ + \dots$$

$$\therefore dx^4 = 0 \quad y = 27 + 6 + 12 + 3 + 6 + 9 + 1 \\ = 64 = 4^3$$

$$\&c. = \&c.$$

$$\therefore y = y_{x=0} + dx = 0 \quad y \cdot \frac{x}{1} + d_{x^2} = 0^2 y \frac{x^2}{1 \cdot 2} \\ + d_{x^3} = 0^3 y \cdot \frac{x^3}{1 \cdot 2 \cdot 3} + d_{x^4} = 0^4 y \frac{x^4}{[4]} + \&c. \\ = x + \frac{2 x^2}{1 \cdot 2} + \frac{3^2 x^3}{1 \cdot 2 \cdot 3} + \frac{4^3 x^4}{1 \cdot 2 \cdot 3 \cdot 4} + \&c.$$

$$\therefore \frac{y}{x} = 1 + \frac{2 x}{1 \cdot 2} + \frac{(3 x)^2}{1 \cdot 2 \cdot 3} + \frac{(4 x)^3}{1 \cdot 2 \cdot 3 \cdot 4} + \&c.$$

2. If  $u = f(x, y) = 0$  be an  $=^n$  in which  $y$  is considered a function of  $x$ , then the first derived  $=^n$  is

$$(1) \quad d_{(x)} u + d_{(y)} u \cdot dxy = 0$$

$$= u, \text{ suppose then } d_{(x)} u + d_{(y)} u \cdot dxy = 0$$

Now from (i)

$$d_{(x)} u = d_{(x)}^2 u + d_{(x)} d_{(y)} u \cdot dxy \\ + d_{(y)} u \cdot dx^2 y$$

$$\text{and } d_{(y)} u = d_{(x)} d_{(y)} u + d_{(y)}^2 u \cdot dxy$$

$$\therefore d_{(x)} u + d_{(y)} u \cdot dxy$$

(2) =  $d_{(x)}^2 u + 2 d_{(x)} d_{(y)} u dxy + d_{(y)}^2 u (d_{(x)} y)^2$   
 $+ d_{(y)} u dx^2 y = 0 = u_2$  suppose) then  $d_{(x)} u_2 + d_{(y)} u_2 dxy = 0$   
 and from (2)

$$d_{(x)} u_2 = d_{(x)}^3 u + 2 d_{(x)}^2 d_{(y)} u dxy + 2 d_{(x)} d_{(y)} u dx^2 y \\
+ d_{(x)} d_{(y)}^2 u (dxy)^2 + 2 d_{(y)}^2 u dx^2 y dxy \\
+ d_{(x)} d_{(y)} u dx^2 y + d_{(y)} u dx^3 y$$

$$\text{and } d_{(y)} u_2 = d_{(x)}^2 d_{(y)} u + 2 d_{(x)} d_{(y)}^2 u dxy \\
+ d_{(y)}^3 u (dxy)^2 + d_{(y)}^2 u dx^2 y$$

$$\therefore d_{(y)} u_2 dxy = d_{(x)}^2 d_{(y)} u dxy \\
+ 2 d_{(x)} d_{(y)}^2 u (dxy)^2 + d_{(y)}^3 u (dxy)^3 \\
+ d_{(y)}^2 u dx^2 y dxy$$

$\therefore$  the third derived =<sup>n</sup>

$$0 = d_{(x)} u_2 + d_{(y)} u_2 dxy \\
= d_{(x)}^3 u + 3 d_{(x)}^2 d_{(y)} u dxy \\
+ 3 d_{(x)} d_{(y)} u dx^2 y + 3 d_{(x)} d_{(y)}^2 u (dxy)^2 \\
+ 3 d_{(y)}^2 u dx^2 y dxy + d_{(y)}^3 u (dxy)^3 \\
+ d_{(y)} u dx^3 y$$

3. The =<sup>n</sup> to the evolute is

$$(yb)^{\frac{2}{3}} + (xa)^{\frac{2}{3}} = (a^2 - b^2)^{\frac{2}{3}}$$

When  $x = 0$ ,  $y = \pm \frac{a^2 - b^2}{b}$

As  $x$  increases,  $y$  decreases, till  $x = \frac{a^2 - b^2}{a}$  when  $y = 0$

On the negative side of the axis of  $y$ , the same figure occurs



Also

$$b (yb)^{-\frac{1}{3}} dxy + a (xa)^{-\frac{1}{3}} = 0$$

$$\text{and } b^2 (dxy)^2 (yb)^{-\frac{4}{3}}$$

$$- b (yb)^{-\frac{1}{3}} dx^2 y$$

$$+ a^2 (xa)^{-\frac{4}{3}} = 0$$



$$\begin{aligned}
\therefore dx^2y &= \frac{b^2 (dxy)^2 (yb)^{-\frac{4}{3}} + a^2 (xa)^{-\frac{4}{3}}}{b (yb)^{-\frac{1}{3}}} \\
&= \frac{\frac{a^2 (yb)^{-\frac{4}{3}} (xa)^{-\frac{2}{3}}}{(yb)^{-\frac{2}{3}}} + a^2 (x)^{-\frac{4}{3}}}{b (yb)^{-\frac{1}{3}}} \\
&= \frac{a^2 (xa)^{-\frac{2}{3}}}{b (yb)^{-\frac{1}{3}}} \left\{ (yb)^{-\frac{2}{3}} + (xa)^{-\frac{2}{3}} \right\} \\
&= \frac{a^2 (xa)^{-\frac{2}{3}}}{b (yb)^{-\frac{1}{3}}} \left\{ \frac{(yb)^{\frac{2}{3}} + (xa)^{\frac{2}{3}}}{(ab \ xy)^{\frac{2}{3}}} \right\} \\
&= \frac{a^2}{b (yb)^{\frac{1}{3}} (ax)^{\frac{4}{3}}} \times (a^2 - b^2)^{\frac{2}{3}}
\end{aligned}$$

which is  $+ve$  or  $-ve$  according as  $y$  is  $+ve$  or  $-ve$ ;  $\therefore$  the curve is always consex towards the axis of  $x$ .

$$\text{Also } d_x y = -\frac{a}{b} \left( \frac{yb}{xa} \right)^{\frac{1}{3}}$$

$$= 0 \text{ when } y = 0$$

$\therefore$  the  $\angle$  at which the curve cuts the axis of  $x = 0$ .

Let  $AA'$  and  $BB'$  be the axes of an ellipse.

Take  $oa = oa, = \frac{a^2 - b^2}{a}$  and  $ob = ob, = \frac{a^2 b^2}{b}$ ; then the curve is as represented in the figure.

The  $=^n$  to the ellipse is  $\frac{y^2}{b^2} + \frac{x^2}{a^2} = x$

$$\therefore \frac{y dxy}{b^2} + \frac{x}{a^2} = 0$$

$$\text{and } \frac{(dxy)^2}{b^2} + \frac{y dx^2 y}{b^2} + \frac{1}{a^2} = 0$$

$$\therefore dxy = -\frac{b^2}{a^2} \frac{x}{y}$$

$$dx^2y = -\frac{b^2}{a^2 y} - \frac{(dxy)^2}{y}$$

$$= -\frac{b^2}{a^2 y} - \frac{b^4 x^2}{a^4 y^3}$$

$$= -\frac{b^2}{a^4 y^3} \left\{ a^2 y^2 + b^2 x^2 \right\}$$

$$= -\frac{b^2}{a^4 y^3}$$

∴ The radius of curvature is

$$\frac{\left\{ 1 + (dxy)^2 \right\}^{\frac{3}{2}}}{-dx^2y} = \frac{\left\{ a^4 y^2 + b^4 x^2 \right\}^{\frac{3}{2}}}{a^2 b^2}$$

which is greatest when  $x = 0$  and  $y = b$ , and least when  $x = a$ , and  $y = 0$ . Hence the portion  $b_1 a$  of the evolute belongs to the portion  $B A$  of the ellipse,  $a b$  to  $A B$ ,  $b a_1$  to  $B' A'$  and  $a_1 b_1$  to  $A' B'$

4. (1) The  $\equiv^n$  to the curve is  $y \pm x + 1 = (1 - x)^{\frac{5}{2}}$  or  $y = (1 - x)^{\frac{5}{2}} - 1 - x$  when  $x = 0$   $y = 0$

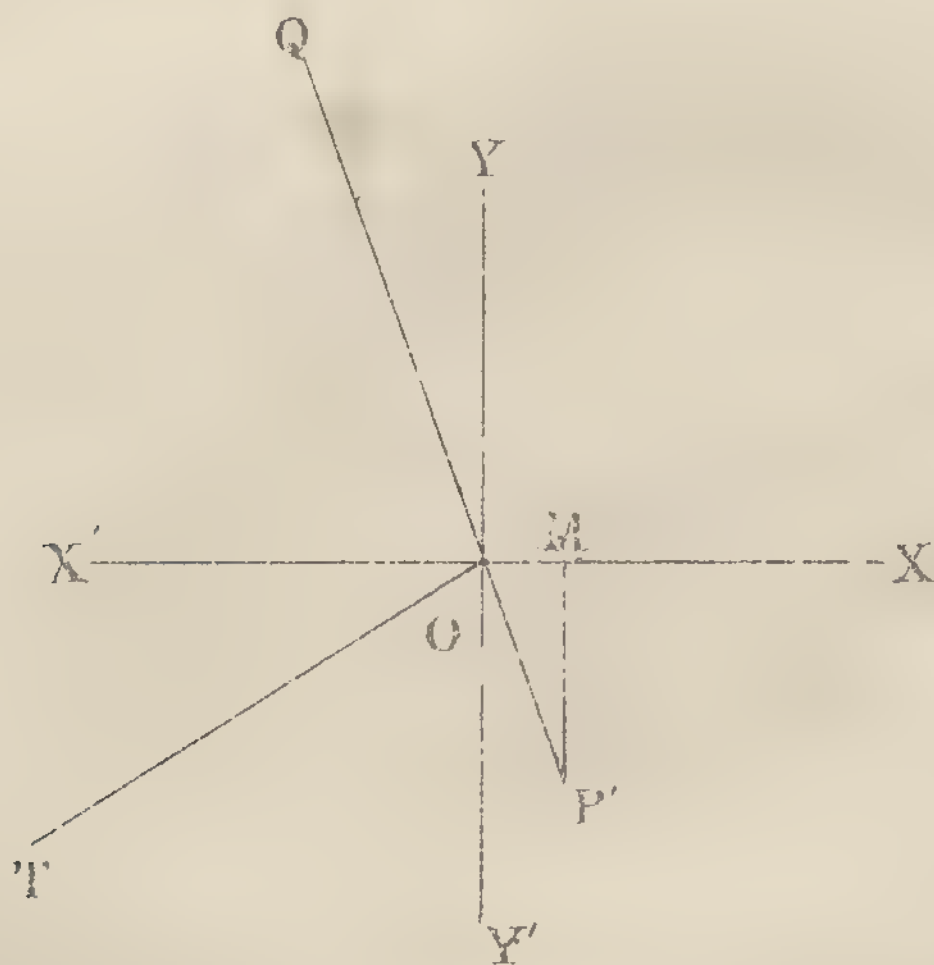
As  $x$  increases to 1,  $y$  increases on the negative side and has two values, and when  $x = 1$ ,  $y = -2$

When  $x$  is greater than 1,  $y$  is impossible.

When  $x$  is  $-ve$  and increases,  $y$  has two values, one  $+ve$  and  $-ve$  when  $x = -\infty$   $y = \pm\infty$

Also  $dxy = -\frac{5}{2} (1 - x)^{\frac{3}{2}} - 1$

$= -\frac{5}{2} - 1 = -\frac{7}{2}$  or  $\frac{3}{2}$  and  $dx^2y = \frac{15}{4} (1 - x)^{\frac{1}{2}}$  which is  $-ve$  when  $x$  is  $+ve$





Let  $X'OX$  and  $Y'OY$  be the rect angular axes. Take  $OM = 1$  and  $MP$ , then the curve is represented in the figure, the brach  $OP$  is concave to the axis of  $x$ , and  $OQ$  and  $OT$  convex.

$$(2.) \quad y^3 = ax^2 - x^3 = x^2(a - x)$$

$$\text{or } -\frac{y^3}{x^3} = 1 - \frac{a}{x}$$

$$\therefore -\frac{y}{x} = \left(1 - \frac{a}{x}\right)^{\frac{1}{3}}$$

$$= 1 - \frac{a}{3x} - \&c.$$

$$\therefore y = -x + \frac{a}{3}, \text{ the } = n \text{ to the assymptote}$$

$$d_x y = \frac{2ax - 3x^2}{y^2}$$

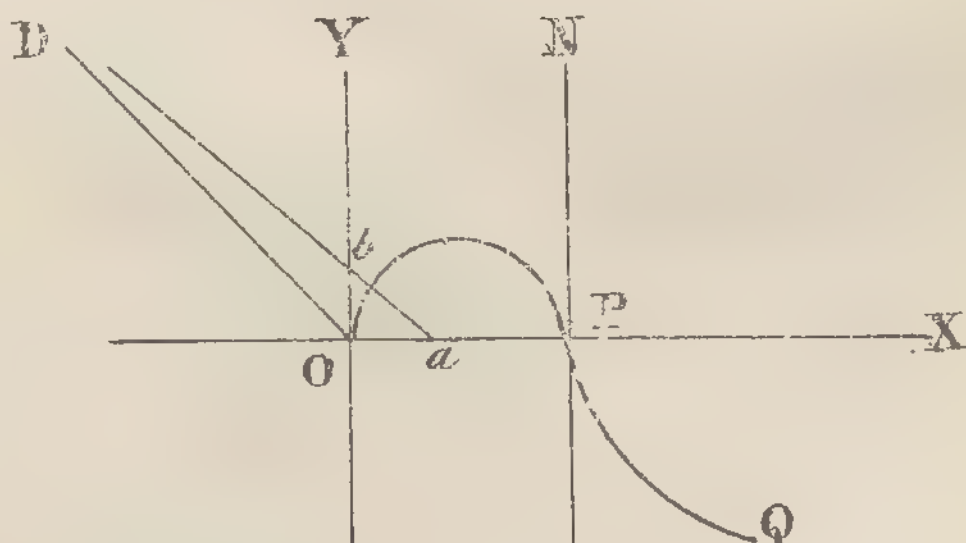
When  $x = 0$  and  $= a$ ,  $y = 0$ ; as  $x$  increases from zero to  $a$   $y$  increases and decreases on the positive side, and when  $x > a$   $y$  is  $-ve$ , and increases as  $x$  increases and  $= 1$  to infinity when  $x =$  infinity.

When  $x$  is negative,  $y$  is  $+ve$  and increases as  $x$  increases, and  $= 1$  to infinity when  $x = -\infty$

When  $x = 0 = y$   $d_x y$

$$= \frac{0}{0}; \therefore \text{the origin is}$$

a multiple point; Hence by the method of vanishing fractions,



$$d_{xy} = \frac{2a - 6x}{2y d_x y}$$

$$\therefore (d_x y)^2 = \frac{2a}{0} = \infty$$

$\therefore$  there are two branches at the origin cutting at  $90^\circ$ ,

Also  $d_x = ay = \alpha$

Let  $ox$  and  $oy$  be the rectangular axes,  $NP$  an ordinate at  $P$  ( $OP = a$ );  $Oa = Ob = \frac{3}{2}$ ; then the line  $abD$  represents the asymptote; and the two branches represented by  $OPQ$  and  $OD$ . The origin is a cusp

$$5. (1) x^4 (a^2 + x^2)^{-\frac{1}{2}}$$

$$= x^{-3} (a^2 x^{-2} + 1)^{-\frac{1}{2}}$$

$$\therefore \int_x x^4 (a^2 + x^2)^{-\frac{1}{2}} = \frac{x^{-3} (a^2 x^{-2} + 1)^{-\frac{1}{2}}}{-\frac{5}{2} (-2 a^2 x^{-3})}$$

$$= \frac{(a^2 x^{-2} + 1)^{-\frac{5}{2}}}{5 a^2} = \frac{x^5 (a^2 + x^2)^{-\frac{5}{2}}}{5 a^2}$$

$$(3) \int_x \frac{1}{(a^2 + x^2)^3} = \int_x \frac{x^{-6}}{(a^2 x^{-2} + 1)^3}$$

$$= \int_x \frac{x^{-3}}{(a^2 x^{-2} + 1)^3} x^{-3} = \int_x (a^2 x^{-2} + 1)^{-3} x^{-3}$$

$$= \frac{(a^2 x^{-2} + 1)^{-2}}{4 a^2} x^{-3} + 3 \int_x \frac{(a^2 x^{-2} + 1)^{-3}}{4 a^2} x^{-4}$$

$$= \frac{(a^2 x^{-2} + 1)^{-2} x^{-3}}{4 a^2} + \frac{3}{4 a^2} \int_x \frac{1}{(a^2 + x^2)^2}$$

and  $\int_x \frac{1}{(a^2 + x^2)^2} = \int_x (a^2 x^{-2} + 1)^{-2} x^{-3}$

$$= \frac{(a^2 x^{-2} + 1)^{-1}}{2 a^2} x^{-1} + \frac{1}{2 a^2} \int_x (a^2 x^{-2} + 1)^{-1} x^{-3}$$

$$= \frac{(a^2 x^{-2} + 1)^{-1}}{2 a^2} x^{-1} + \frac{1}{2 a^2} \int_x \frac{1}{a^2 + x^2}$$

$$= \frac{x}{2 a^2 (a^2 + x^2)} + \frac{1}{2 a^3} \tan^{-1} \frac{x}{a} + C$$

$$\therefore \int_x \frac{1}{(a^2 + x^2)^3} = \frac{x}{4 a^2 (a^2 + x^2)^2}$$

$$+ \frac{3}{8 a^4} \frac{x}{(a^2 + x^2)} + \frac{3}{8 a^5} \tan^{-1} \frac{x}{a} + C$$

$$(4) \frac{1}{(1 + b \cos x)^2}$$

Let  $1 + b \cos x = X$  and assume  $P = \frac{\sin x}{X}$

$$\therefore d_x P = \frac{\cos x}{X} - \frac{\sin x d_x X}{X^2}$$



$$\begin{aligned}
&= \frac{\cos x}{X} + \frac{b \sin^2 x}{b X^2} \\
&= \frac{X-1}{b X} + \frac{b^2 \sin^2 x}{b X^2} \\
&= \frac{X-1}{b X} + \frac{b^2 - b^2 \cos^2 x}{b X^2} \\
&= \frac{X-1}{b X} + \frac{b^2 - (X-1)^2}{b X^2} \\
&= \frac{X-1}{b X} + \frac{b^2 - X^2 + 2X - 1}{b X^2} \\
&= \frac{1}{b} - \frac{1}{b X} + \frac{b^2}{b X^2} - \frac{1}{b} + \frac{2}{b X} - \frac{1}{b X^2} \\
&= \frac{b^2 - 1}{b X^2} + \frac{1}{b X}
\end{aligned}$$

$$\therefore \int_x \frac{1}{X^2} = \frac{b \sin x}{(b^2 - 1) X} + \frac{1}{1 - b^2} \int_x \frac{1}{X}$$

$$\text{and } \int_x \frac{1}{X} = \int_x \frac{1}{1 + b \cos x}$$

$$= \int_x \frac{1}{\sin^2 \frac{x}{2} + \cos^2 \frac{x}{2} + b \cos^2 \frac{x}{2} - b \sin^2 \frac{x}{2}}$$

$$= \int_x \frac{\sec^2 \frac{x}{2}}{(1 - b) \tan^2 \frac{x}{2} + 1 + b}$$

$$\frac{2}{1-b} \int_x \frac{d_x \tan \frac{x}{2}}{\tan^2 \frac{x}{2} + \frac{1+b}{1-b}}$$

$$= \frac{2}{\sqrt{1-b^2}} \tan^{-1} \left( \sqrt{\frac{1-b}{1+b}} \tan \frac{x}{2} \right)$$

$$\therefore \int_x \frac{1}{x^2} = \int_x \frac{1}{(1 + b \cos x)^2}$$

$$= \frac{b \sin x}{(b^2 - 1)(1 + b \cos x)}$$

$$- \frac{2}{(1 - b^2)^{\frac{3}{2}}} \tan^{-1} \left( \sqrt{\frac{1-b}{1+b}} \tan \frac{x}{2} \right) + C$$

$$5. x^{\frac{3}{2} + 4x} = x^{\frac{3}{2}} \times x^{4x}$$

$$= x^3 (1 + 4x \log x + \frac{(4x)^2}{2} (\log x)^2 + \&c.)$$

$$= x^3 + 4x^4 \log x + 8x^5 (\log x)^2$$

$$+ \frac{4^3}{6} x^6 (\log x)^3 + \&c.$$

$$\therefore \int_x^{x^3 + 4x} = \dots\dots\dots 4 \int_x x^4 \log x$$

$$+ 8 \int_x x^5 (\log x)^2 + \frac{4^3}{6} \int_x x^6 (\log x)^3 + \&c.$$

$$\int_x x^4 \log x = \frac{x^5 \log x}{5} - \frac{1}{5} \int_x x^4$$

$$8 \int_x x^5 (\log x)^2 = \frac{8x^6}{6} (\log x)^2$$

$$- \frac{16}{5} \int_x x^5 \log x$$

$$= \frac{8x^6}{6} (\log x)^2 - \frac{16}{36} x^6 \log x + \&c.$$

$\therefore$  the co-efficient of  $x^6$  is

$$\frac{8}{6} (\log x)^2 - \frac{16}{36} \log x$$

$$6. \int_x x^n e^{-x} = -e^{-x} x^n + n \int_x e^{-x} x^{n-1}$$

Now the part integrated vanishes at both substitutions.

$$\therefore \int_x^\infty x^n e^{-x} = n \int_x^\infty x^{n-1} e^{-x}$$

And changing  $n$  into  $n-1$   $n-2$  ...  $2$  .  $1$  successively we have

$$\int_x^\infty x^{n-1} e^{-x} = (n-1) \int_x^\infty x^{n-2} e^{-x}$$

$$\&c. = \&c.$$

$$\int_x^\infty x^2 e^{-x} = 2 \int_x^\infty x e^{-x}$$

$$\text{and } \int_x^\infty x e^{-x} = \int_x^\infty e^{-x} = 1$$

$\therefore$  Multiplying all the equations together, we have  $\int_x^\infty x^n e^{-x} = [n$

and  $\int_x^\infty x^{n-1} e^{-x} = \overline{[n-1]}$  is called Euler's second Integral and is denoted by  $\tau(n)$  when  $\tau(n)$  is the product of the natural numbers.



1, 2, .....  $\overline{n-1}$ .

$$\begin{aligned}\int_x (\sin x)^n &= - \int_x (\sin x)^{n-1} d_x \cos x \\ &= - (\sin x)^{n-1} \cos x + (n-1) \int_x (\sin x)^{n-2} \cos^2 x \\ &= - (\sin x)^{n-1} \cos x \\ &+ \overline{n-1} \int_x (\sin x)^{n-2} (1 - \sin^2 x) \\ \therefore \int_x (\sin x)^n &= \frac{-1}{n} (\sin x)^{n-1} \cos x + \frac{n-1}{n} \int_x (\sin x)^{n-2}\end{aligned}$$

Now at both substitutions the part integrated vanishes and

$${}^0 \int_x^{\frac{\pi}{2}} (\sin x)^n = \left( \frac{n-1}{n} {}^0 \int_x^{\frac{\pi}{2}} (\sin x)^{n-2} \right) \text{ Substituting}$$

$n-2, n-4 \dots \&c.$  for  $n$  we have

$$\begin{aligned}{}^0 \int_x^{\frac{\pi}{2}} (\sin x)^{n-2} &= \frac{n-3}{n-2} {}^0 \int_x^{\frac{\pi}{2}} (\sin x)^{n-4} \\ &\dots\dots\dots = \dots\dots\dots\end{aligned}$$

till at last,

$$\begin{aligned}{}^0 \int_x^{\frac{\pi}{2}} (\sin x)^2 &= \frac{1}{2} {}^0 \int_x^{\frac{\pi}{2}} (\sin x)^0 \\ &= \frac{1}{2} \frac{\pi}{2} \text{ when } n \text{ is an even number}\end{aligned}$$

$$\text{and } {}^0 \int_x^{\frac{\pi}{2}} (\sin x)^3 = \frac{2}{3} {}^0 \int_x^{\frac{\pi}{2}} \sin x$$

$$= \frac{2}{3} \text{ when } n \text{ is an odd number.}$$

$\therefore$  Multiplying all these equations together, we get

$$\begin{aligned}\left( {}^0 \int_x^{\frac{\pi}{2}} (\sin x)^n \right) \\ &= \frac{(n-1)(n-3)\dots\dots 3.1}{n(n-2)\dots\dots\dots 2} \frac{\pi}{2}\end{aligned}$$

when  $n$  is an even number

$$\text{and } = \frac{(n-1)(n-3)\dots\dots 4.2}{n(n-2)\dots\dots\dots 5-3}$$

when  $n$  is an odd number.

7. Let  $b$  be the common semi minor axis, and  $a$  and  $a'$ , the semi major axis of the cup and the egg; then the equation to the ellipse of which the cup is formed is  $y^2 = \frac{b^2}{a^2} (a^2 - x^2)$  referred to the center, and the equation to that of which the egg is formed is  $y^2 = \frac{b^2}{a'^2} (a'^2 - x^2)$

$\therefore$  vol. generated by the revolution of the cup round its major axis is  $\pi \int_x y^2 = \pi \frac{b^2}{a^2} \left( a^2 x - \frac{x^3}{3} \right)$  (constant = 0)

$\therefore V = \pi \int_x y^2 = \pi \frac{b^2}{a^2} \left( 2 \frac{a^3}{3} - \frac{2 a'^3}{3} \right)$  and the vol. generated

by the revolution of the egg is  $\pi \int_x y^2 = \pi \frac{b^2}{a'^2} \left( a'^2 x - \frac{x^3}{3} \right)$  (constant = 0)

$\therefore$  the whole vol. of the egg =  $\pi \int_x y^2 = \pi \frac{b^2}{a'^2} \left( 2 a'^3 - \frac{2 a^3}{3} \right)$

$\therefore$  the part not occupied by the egg =  $\left( \pi \int_x y^2 - \pi \int_x y'^2 \right)$   
 $= 2 \pi b^2 \left( \frac{2a}{3} - \frac{2a'}{3} \right)$   
 $= \frac{4}{3} \pi b^2 (a - a')$

### *Morning Papers.*

1. Let  $\log_a x = A x + B x^2 + C x^3 + \&c.$

then  $\log_a (x + h) = A (x + h) + B (x + h)^2 + \&c.$

$= A x + B x^2 + C x^3 + \&c.$

$+ (A + 2 B x + 3 C x^2 + \&c.) h + \&c.$

$\therefore$  the co-efficient of  $h$  in the expansion of  $\log_a (x + h)$

$= (A + 2 B x + 3 C x^2 + \&c.)$

also  $= d_x \log_a x = \frac{1}{x \log_e a}$

After 1 we have taken  $+$  instead of  $\times$

2. (1)  $u = \frac{x}{\sqrt{1-x^2}} \left\{ \frac{x}{1 + \sqrt{1-x^2}} \right\}^n$

$\therefore \frac{d_x u}{u} = \frac{(n+1)}{x} + \frac{x}{\sqrt{(1-x^2)}} + \frac{n \frac{x}{\sqrt{1-x^2}}}{1 + \sqrt{1-x^2}}$



$$\begin{aligned}
&= \left( \frac{n+1}{x} \right) + \frac{x}{1-x^2} + \frac{nx}{\sqrt{1-x^2} (1 + \sqrt{1-x^2})} \\
&= \frac{(n+1)(1-x^2) + x^2}{x(1-x^2)} + \frac{nx\sqrt{1-x^2}}{(1-x^2)(1 + \sqrt{1-x^2})} \\
&= \frac{(n+1-nx^2)(1 + \sqrt{1-x^2}) + nx^2\sqrt{1-x^2}}{(1-x^2)(1 + \sqrt{1-x^2})} \\
&= \frac{(n+1)(1 + \sqrt{1-x^2}) - nx^2}{(1-x^2)(1 + \sqrt{1-x^2})} \\
\therefore d_x u &= \frac{x}{\sqrt{1-x^2}} \left\{ \frac{x}{1 + \sqrt{1-x^2}} \right\}^n \\
&\quad \times \frac{(n+1)(1 + \sqrt{1-x^2}) - nx^2}{(1-x^2)(1 + \sqrt{1-x^2})}
\end{aligned}$$

(2) Let  $y^z = t$

then  ${}_u y^z = u^t$

$$\begin{aligned}
\therefore d_x u^y &= d_x (u^t) \\
&= d_{(u)} (u^t) d_x u + d_t (u^t) d_x t \\
&= t^{t-1} d_x u + \log_e u u^t d_x t \text{ and } d_x t = d_x y^z \\
&= d_y (y^z) d_x y + d_z (y^z) d_x z \\
&= z y^{z-1} d_x y + \log_e y y^z d_x z \\
\therefore d_x (u^{y^z}) &= t u^{t-1} d_x u + \log_e u \\
&\quad \times u^t \left\{ z y^{z-1} d_x y + \log_e y y^z d_x z \right\} \\
&= y^z u^{y^z-1} d_x u + \log_e u u^{y^z} \left\{ z y^{z-1} d_x y + \log_e y y^z d_x z \right\} \\
&= u^{y^z} \left\{ \frac{y^z}{u} d_x u + \log_e u (z y^{z-1} d_x y + \log_e y y^z d_x z) \right\}
\end{aligned}$$

$$\begin{aligned}
(3.) \frac{1}{a^2 + x^2} &= \frac{1}{(x + \sqrt{-1}a)(x - \sqrt{-1}a)} \\
&= \frac{1}{2a\sqrt{-1}} \left\{ \frac{1}{x - \sqrt{-1}a} - \frac{1}{x + \sqrt{-1}a} \right\}
\end{aligned}$$

$$\begin{aligned}
\therefore d_x \frac{1}{a^2 + x^2} &= \frac{-1}{2a\sqrt{-1}} \left\{ \frac{1}{(x - \sqrt{-1}a)^2} - \frac{1}{(x + \sqrt{-1}a)^2} \right\} \\
d_x^2 \frac{1}{a^2 + x^2} &= \frac{2 \times 1}{2a\sqrt{-1}} \left\{ \frac{1}{(x - \sqrt{-1}a)^3} - \frac{1}{(x + \sqrt{-1}a)^3} \right\} \\
&\&c. = \&c. \\
d_x^n \frac{1}{a^2 + x^2} &= \frac{(-1)^n \bullet n(n-1) \dots 2 \bullet 1}{2a\sqrt{-1}} \left\{ \frac{1}{(x - \sqrt{-1}a)^{n+1}} \right. \\
&\quad \left. - \frac{1}{(x + \sqrt{-1}a)^{n+1}} \right\} \\
&= \frac{(-1)^n n(n-1) \dots 2 \bullet 1}{2a\sqrt{-1}} \\
&\quad \times \left\{ \frac{(x + \sqrt{-1}a)^{n+1} - (x - \sqrt{-1}a)^{n+1}}{(a^2 + x^2)^{n+1}} \right\}
\end{aligned}$$

$$\text{Let } \frac{a}{x} = \tan. \theta$$

$$\therefore \cos. \theta = \frac{x}{\sqrt{a^2 + x^2}}$$

$$\text{And } x = \cos. \theta \sqrt{a^2 + x^2}$$

$$\text{And } a = \sin. \theta \sqrt{a^2 + x^2}$$

$$\begin{aligned}
\therefore d_x^n \frac{1}{a^2 + x^2} &= \frac{(-1)^n n(n-1) \dots 2 \bullet 1}{2a\sqrt{-1}(a^2 + x^2)^{\frac{n+1}{2}}} \left\{ (\cos \theta + \sqrt{-1} \sin \theta)^{n+1} - \right. \\
&\quad \left. (\cos \theta - \sqrt{-1} \sin \theta)^{n+1} \right\} \\
&= \frac{(-1)^n n(n-1) \dots 2 \bullet 1}{2a\sqrt{-1}(a^2 + x^2)^{\frac{n+1}{2}}} \left\{ 2\sqrt{-1} \sin(n+1)\theta \right\} \\
&= \frac{(-1)^n n(n-1) \dots 2 \bullet 1}{a(a^2 + x^2)^{\frac{n+1}{2}}} \sin(n+1)\theta
\end{aligned}$$

$$3. \text{ Let } b = a + nh$$

$$\text{and } f(a+h) - f(a) = P_1 h$$

$$f(a+2h) - f(a+h) = P_2 h$$

$$\dots = \dots$$

$$f(b) - f(a + (n-1)h) = P_n h$$

$\therefore$  adding them all together



$$f(b) - f(a) = (P_1 + P_2 + \dots + P_n) h$$

$$\therefore \frac{f(b) - f(a)}{b - a} = \frac{1}{n} (P_1 + P_2 + \dots + P_n)$$

Now  $P_1 = d_{x=a} f(x) + \dots$ , and the sign of the second number may be made to depend upon that of the first term by diminishing  $h$ , therefore  $P_1$  will have the same sign as  $d_{x=a} f(x)$ , and similarly  $P_2, \dots, P_n$  will have the same sign as  $d_{x=a+h} f(x), \dots, d_{x=a+\frac{b-a}{n-1}h} f(x)$  respectively. Now  $d_x f(x)$  has the same sign as long as  $x$  is between  $a$  and  $b$ . Therefore  $P_1, P_2, \dots, P_n$  have the same sign as  $d_x f(x)$ , and  $\frac{f(b) - f(a)}{b - a}$  has the same sign as  $P_1, P_2, P_3$  &c.  $\therefore \frac{f(b) - f(a)}{b - a}$  and  $d_x f(x)$  have the same sign.

4. Assume  $f(x + h) = f(x) + A h^a + B h^b + \dots$  (1) when  $A, B$  and  $C$  &c. do not contain  $h$ , and  $a, b, c$  &c. are in ascending order and all positive, for if one of them be negative  $f(x)$  would be infinite when  $h = 0$

Diffg. (1) with respect to  $x$

$$d_x f(x + h) = d_x f(x) + d_x A h + d_x B h + \dots$$

and differentiating with respect to  $h$

$$d_h f(x + h) = A a h^{a-1} + b B h^{b-1} + \dots$$

$$\text{Now if } x + h = z \therefore d_x^z = 1 = d_h^z$$

$$d_x f(x + h) = d_x f(z) = d_x^z + 2 d_2 f(z)$$

$$= d_z f(z) = d_h^z d_z f(z)$$

$$= d_h f(z) = d_h f(x + h)$$

Hence since the two expansions are equal for all values of  $x$ , we have by equating the terms taken in order

$$a - 1 = 0 \text{ and } \therefore A = d_x f(x)$$

$$b - 1 = 1 \therefore B = \frac{d_x A}{2} = \frac{d_x^2 f(x)}{1 \cdot 2}$$

$$c - 1 = 2 \text{ and } \therefore C = \frac{d_x B}{3} = \frac{d_x^3 f(x)}{1 \cdot 2 \cdot 3}$$

$$\&c. = \&c.$$

$$\therefore f(x + h) = f(x) + d_x f(x) h + d_x^2 f(x) \frac{h^2}{1 \cdot 2} + \&c.$$

Substitute  $a$  for  $x$  in this equation, and denoting by  $f(x)_{x=a}$ ,  $dx = a f(x) \&c.$  the values of  $f(x)$ ,  $d_x f(x) \&c.$  when  $a$  is put for  $x$ , we get

$$f(a + h) = f(x)_{x=a} + dx = a f(x) h + \&c.$$

Write  $x - a$  for  $h$  in this equation, then  $f(x) = f(x)_{x=a}$

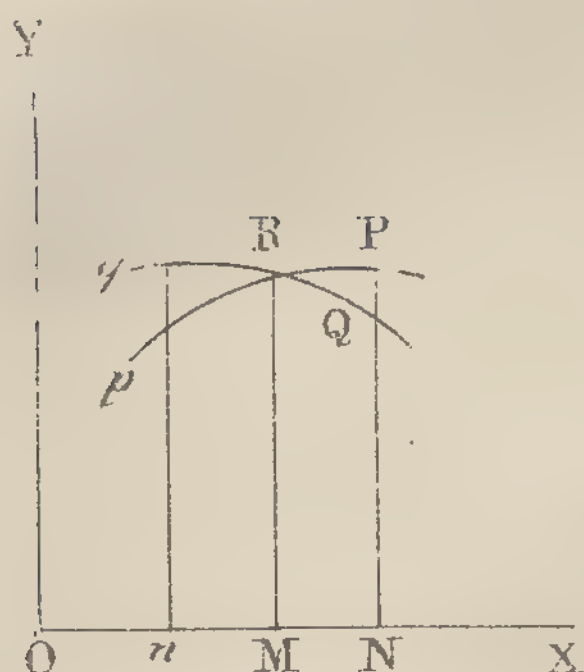
$$+ d_{x=a} f(x) \frac{x-a}{1} + d_{x=a}^2 f(x) \frac{(x-a)^2}{1 \cdot 2} + \&c.$$

5. When for any max. or min. value of  $x$ , any of the differential co-efficients become infinite, Taylor's theorem fails in expanding  $f(a + h)$ . In this case suppose  $f(a + h) - f(a) = A h^\alpha + B h^\beta + \&c.$  then provided none of the quantities  $\alpha, \beta \&c.$  be of the form  $\frac{2n+1}{2m}$ , we get by changing the sign of  $h$   $f(a - h) - f(a) = A \times (-h)^\alpha + B(-h)^\beta + \&c.$  and if  $\alpha$  be of the form  $\frac{2m}{2n+1}$ ,  $f(a + h) - f(a)$  and  $f(a - h) - f(a)$  may be made to have the same sign by diminishing  $h$ . Hence  $f(a)$  is a max. or min. according as  $A$  is negative or positive. Hence for those values of  $x$  which make  $d_x f(x) = \alpha$ , there may be a max. or min. when  $\alpha$  of the form  $\frac{2m}{2n+1}$ ;—and to find them we must expand  $f(a + h)$  by some common algebraical process, and see whether the co-efficient of the lowest power of  $h$  be positive or negative; if positive, the value of  $x$  will give a min. val. of  $x$ ; and if negative, it will give a max. value of  $x$ .

When  $\alpha$  is of the form  $\frac{2n+1}{2m}$ , one of the quantities  $f(a + h) - f(a)$  and  $f(a - h) - f(a)$  is impossible;  $\therefore$  there is no max. or min. val. of  $x$ .

When  $\alpha$  is of the form  $\frac{2m}{2n+1}$  and the indices which follow be of the forms  $\frac{2n+1}{2m}$  then one of the quantities  $f(a + h) - f(a)$ , and  $f(a - h) - f(a)$  is impossible, and the other does not change its sign; then the last may be considered as a max. or a min. value.





(6.) Let  $R P$  and  $R Q$  be two curves referred to the rectangular axes  $O X$  and  $O Y$ . From  $R$  draw  $R M$  perpendicular to  $O X$  and  $P Q M$  parallel to  $R M$ , then if  $O M = x$ ,  $R M = y$ ,  $M N = h$ , and  $y' y'' y''' \&c.$  the values of  $d_x y$ ,  $dx^2 y$ ,  $\&c.$  for the curve  $R Q$ , and  $y, y'', y'''$ , those for the curve  $R P$ , we get

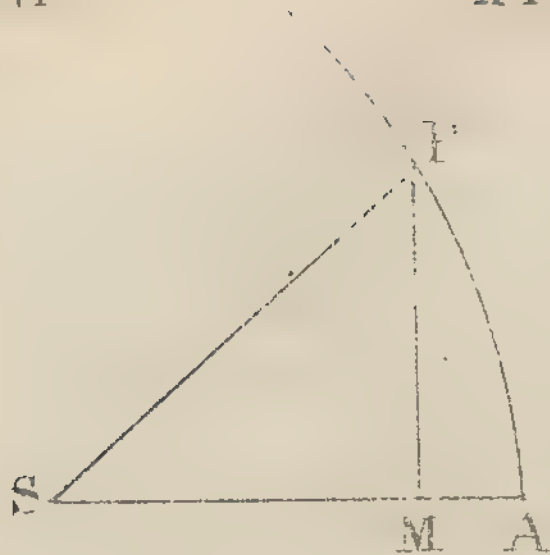
$$\begin{aligned} P Q &= P N - Q N \\ &= R M + y, h + y_{,,} \frac{h^2}{1.2} + \&c. \\ &- R M - y' h - y'' \frac{h^2}{1.2} - \&c. \\ &= (y, - y') h + (y_{,,} - y'') \frac{h^2}{1.2} + \&c. \end{aligned}$$

When the contact is of the 2nd order  $y_1 = y'$  and  $y_{11} = y''$   
 then  $PQ = (y_{111} - y''') \frac{h^3}{1.2.3} + (y_{1111} - y''') \frac{h^4}{1.2.3.4} + \&c.$

And if we take  $M_n = M_N = h$ , we have by changing the sign of  $h$

$$p\ q = - (y_{///} - y''') \frac{h^3}{1.2.3} + (y^{iv} - y^{iv}) \frac{h^4}{1.2.3.4} - \&c.$$

and by diminishing  $h$  the sign of the whole may be made to depend upon that of the first term ;—and since this sign is positive in one case, and negative in the other, the curves cut one another at the point of contact. If the contact be of the third order,  $PQ$  and  $pq$  will have the same sign, therefore the curves will touch one another at the point of contact. And generally the curves will cut or touch one another according as the contact is of an even or odd order.



7. Let  $SP = r$  and  $\angle PSA = \theta$  be the polar co-ordinates of a point  $P$  in the curve  $AP$ , and  $x$  and  $y$  the rectangular co-ordinates ; then if  $R$  be the radius of curvature

$$R = \frac{\left\{ 1 + (d_x y)^2 \right\}^{\frac{3}{2}}}{-d_x^2 y}$$

Now if  $x$  and  $y$  be function of a third quantity  $\theta$

$$\begin{aligned} 1 + (d_x y)^2 &= 1 + \left( \frac{d_\theta y}{d_\theta x} \right)^2 \\ &= \frac{(d_\theta x)^2 + (d_\theta y)^2}{(d_\theta x)^2} \end{aligned}$$

$$\text{and } d_x^2 y = \frac{1}{(d_\theta x)^3} \left\{ d_\theta^2 y d_\theta x - d_\theta^2 x d_\theta y \right\}$$

$$\therefore R = - \frac{\left\{ (d_\theta x)^2 + (d_\theta y)^2 \right\}^{\frac{3}{2}}}{d_\theta y d_\theta^2 x - d_\theta^2 y d_\theta x}$$

Now  $x = r \cos \theta \therefore d_\theta x = d_\theta r \cos \theta - r \sin \theta$  and  $y = r$

$\sin \theta \therefore d_\theta y = d_\theta r \sin \theta + r \cos \theta$  and  $d_\theta^2 x = d_\theta^2 r \cos \theta - d_\theta r \sin \theta - d_\theta r \sin \theta - r \cos \theta$  and  $d_\theta^2 y = d_\theta^2 r \sin \theta + d_\theta r \cos \theta + d_\theta r \cos \theta - r \sin \theta$

$$\therefore d_\theta y d_\theta^2 x - d_\theta^2 y d_\theta x$$

$$= (d_\theta r \sin \theta + r \cos \theta) (d_\theta^2 r \cos \theta - 2 d_\theta r \sin \theta - r \cos \theta)$$

$$- (d_\theta r \cos \theta - r \sin \theta) (d_\theta^2 r \sin \theta + 2 d_\theta r \cos \theta - r \sin \theta)$$

$$= r d_\theta^2 r - 2 (d_\theta r)^2 - r^2$$



$$\text{and } \left\{ (d_{\theta} x)^2 + (d_{\theta} y)^2 \right\}^{\frac{3}{2}}$$

$$= \left\{ r^2 + (d_{\theta} r)^2 \right\}^{\frac{3}{2}}$$

$$\therefore R = \frac{\left\{ r^2 + (d_{\theta} r)^2 \right\}^{\frac{3}{2}}}{r^2 - r d_{\theta}^2 r + 2 (d_{\theta} r)^2}$$

$$8. \int_x \frac{I}{x \sqrt{x^2 + a^2}} = \int_x \frac{x^{-2}}{\sqrt{a^2 x^{-2} + 1}}$$

$$= -\frac{1}{a} \int_x \frac{d_x (a x^{-1})}{\sqrt{(a x^{-1})^2 + 1}}$$

$$= -\frac{1}{a} \int_x \frac{d_x (a x^{-1})}{\sqrt{(a x^{-1})^2 + 1}} \cdot \frac{a x^{-1} \sqrt{(a x^{-1})^2 + 1}}{a x^{-1} + \sqrt{(a x^{-1})^2 + 1}}$$

$$= -\frac{1}{a} \int_x \frac{d_x \left\{ a x^{-1} + \sqrt{(a x^{-1})^2 + 1} \right\}}{a x^{-1} + \sqrt{(a x^{-1})^2 + 1}}$$

$$= -\frac{1}{a} \log (a x^{-1} + \sqrt{(a x^{-1})^2 + 1}) + C$$

$$= \frac{1}{a} \log \left( \frac{x}{a + \sqrt{a^2 + x^2}} \right) + C$$

$$\int_x \sqrt{ax + x^2} = \int_x \sqrt{\left(\frac{a}{2} + x\right)^2 - \frac{a^2}{4}} d_x \left(\frac{a}{2} + x\right)$$

$$\text{Let } \frac{a}{2} + x = z$$

$$\text{then } \int_x \sqrt{\left(\frac{a}{2} + x\right)^2 - \frac{a^2}{4}} d_x \left(\frac{a}{2} + x\right)$$

$$= \int_z \sqrt{z^2 - \frac{a^2}{4}} d_x z$$

$$= z \sqrt{z^2 - \frac{a^2}{4}} - \int_z \frac{z^2}{\sqrt{z^2 - \frac{a^2}{4}}}$$

$$= z \sqrt{z^2 - \frac{a^2}{4}} - \int_z \frac{z^2 - \frac{a^2}{4} + \frac{a^2}{4}}{\sqrt{z^2 - \frac{a^2}{4}}}$$

$$= z \sqrt{z^2 - \frac{a^2}{4}} - \int_z \sqrt{z^2 - \frac{a^2}{4}} - \frac{a^2}{4} \int_z \sqrt{z^2 - \frac{a^2}{4}}$$

$$\therefore \int_z \sqrt{z^2 - \frac{a^2}{4}} = \frac{z}{2} \sqrt{z^2 - \frac{a^2}{4}}$$

$$- \frac{a^2}{8} \log \left\{ z + \sqrt{z^2 - \frac{a^2}{4}} \right\} + C$$

$$\text{or } \int_x \sqrt{ax + x^2} = \frac{a + 2x}{4} \sqrt{ax + x^2}$$

$$- \frac{a^2}{8} \log \left\{ \frac{a + 2x}{2} + \sqrt{ax + x^2} \right\} + C$$

9. Let  $\frac{u}{V}$  be the fraction.

Let  $x^2 - ax + b$  be the quadratic factor, where  $a^2 < 4b$ , then the roots  $x^2 - ax + b = 0$  are imaginary; also let  $V = (x^2 - ax + b) Q$  where  $Q$  is an integral function of  $x$ , and does not contain  $x^2 - ax + b$ .

Assume  $\frac{u}{V} = \frac{Ax + B}{x^2 - ax + b} + \frac{P}{Q}$  where  $P$  is an integral function of  $x$ , and  $A$  and  $B$  constants, then  $U = (Ax + B) Q = P (x^2 - ax + b)$  or separating in the first member the odd and even powers of  $x$ .

$R(x^2) + x R'(x^2) = P(x^2 - ax + b)$  where  $R(x^2)$  and  $R'(x^2)$  denote integral functions of  $x^2$ . Write  $ax - b$  for  $x^2$ , then the second member vanishes, and the first member may be reduced to the same form as before,  $R'(x^2) + x R'(x^2)$  each function being diminished one half,—and  $A$  and  $B$  still entering only in the first degree. By repeated substitution of  $ax - b$  for  $x^2$ , we shall at last arrive at a result of the form  $M + Nx$ , which since it is satisfied by two values of  $x$ , furnishes two equations  $M = 0$  and  $N = 0$  for determining  $A$  and  $B$ ; and then substituting the values of  $A$  and  $B$ , we have

$$P = \frac{u - (Ax + B) Q}{x^2 - ax + b}$$



$$\text{Ex. } \frac{U}{V} = \frac{x+2}{(x^2+3)(x^2+x+1)}$$

Assume

$$\frac{x+2}{(x^2+3)(x^2+x+1)} = \frac{Ax+B}{x^2+3} + \frac{Cx+D}{x^2+x+1} \quad (1)$$

$$\therefore x+2 = (Ax+B)(x^2+x+1) + (Cx+D)(x^2+3)$$

Make  $x^2 = -3$

$$\text{then } x+2 = (Ax+B)(x-2)$$

$$= Ax^2 - 2Ax + B(x-2)$$

$$= -3A - 2Ax - 2B + Bx$$

Equating the co-efficients

$$B - 2A = 1 \text{ and } 3A + 2B = -2$$

$$\therefore 7A = -4 \therefore A = -\frac{4}{7}$$

$$\text{and } B = 1 + 2A = 1 - \frac{8}{7} = -\frac{1}{7}$$

Also making  $x = \alpha$  and  $o(1)$

$$\text{we get } A + C = 0 \therefore C = \frac{4}{7}$$

$$2 = B + D \text{ and } D = 2 - B = \frac{15}{7}$$

$$\therefore \frac{x+2}{(x^2+3)(x^2+x+1)} = -\frac{1}{7} \cdot \frac{4x+1}{x^2+3} + \frac{1}{7} \cdot \frac{4x+15}{x^2+x+1}$$

$$= -\frac{2}{7} \cdot \frac{2x}{x^2+3} - \frac{1}{7} \times \frac{1}{x^2+3}$$

$$+ \frac{2}{7} - \frac{2x+1}{x^2+x+1} + \frac{13}{7} - \frac{1}{(x+\frac{1}{2})^2 + \frac{3}{4}}$$

$$\therefore \int_x \frac{x+2}{(x^2+3)(x^2+x+1)}$$

$$= -\frac{2}{7} \log(x^2+3) - \frac{1}{7\sqrt{3}} \tan^{-1} \frac{x}{\sqrt{3}}$$

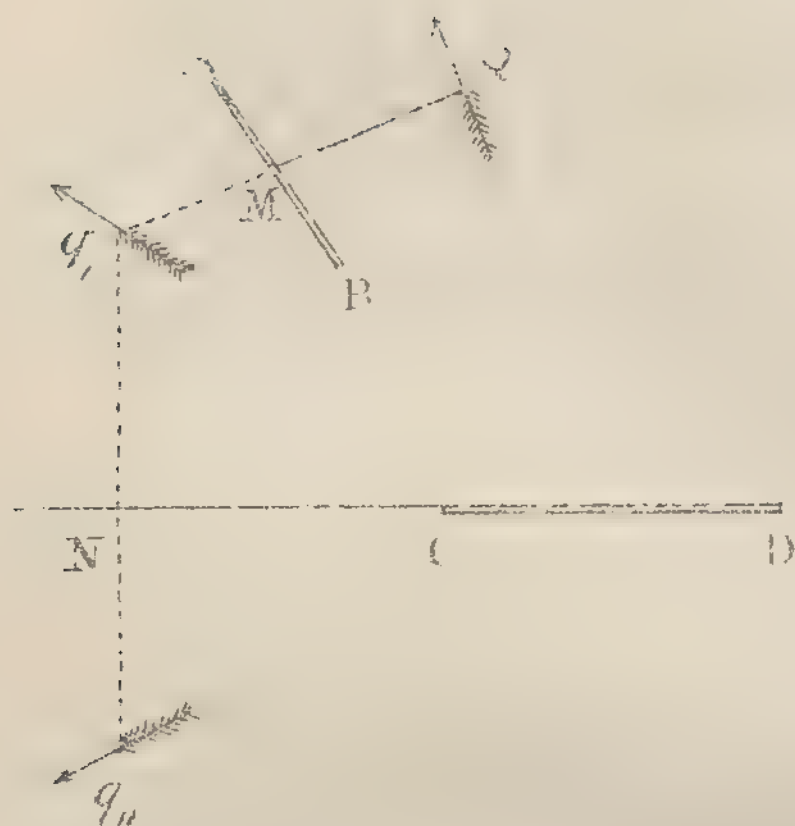
$$+ \frac{2}{7} \log(x^2+x+1) + \frac{26}{7\sqrt{3}} \tan^{-1} \frac{2x+1}{\sqrt{3}} + C$$

$$= \frac{2}{7} \log \left( \frac{x^2+x+1}{x^2+3} \right) - \frac{1}{7\sqrt{3}} \left\{ \tan^{-1} \frac{x}{\sqrt{3}} \right.$$

$$\left. - 26 \tan^{-1} \frac{2x+1}{\sqrt{3}} \right\} + C$$

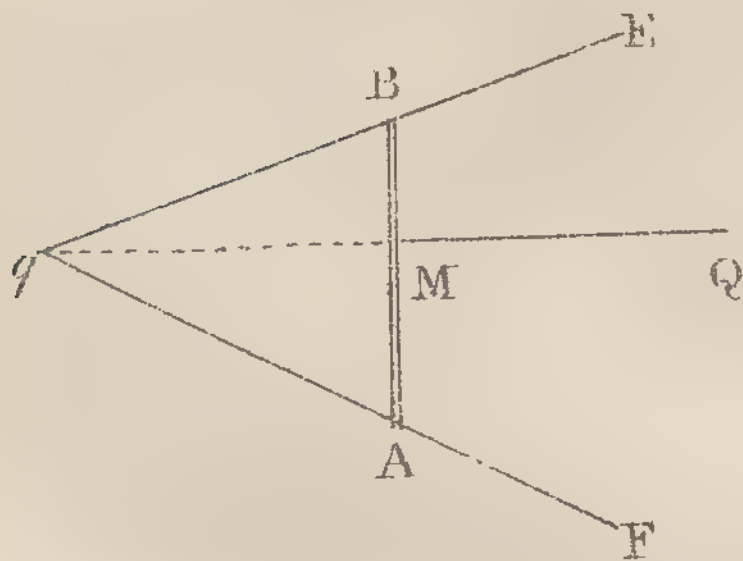
10. Let  $x^2 - 2x \cos \theta + 1$  be a quadratic factor in the denominator, and  $\frac{A}{x-a} + \frac{B}{x-b}$  the fraction corresponding to it.

## OPTICS.

*Morning Paper.*

points in the image are similarly situated with respect to the mirror as those in the object, its form will be exactly similar to that of the object. Again the rays falling from the image at  $q$ , upon the mirror  $CD$ , will form the second image at  $q''$ , equally distant with  $q$ , from the mirror  $CD$ , and of the same form. Hence the second image of  $Q$  will be formed at  $q''$  at the same distance from the mirror  $CD$ , and inclined at the same angle to it as it is from the mirror  $AB$ , and as it is inclined to it. The first image will be inverted with respect to  $Q$ , but the second erect.

1. Let  $AB$  and  $CD$  be the sections of two plane mirrors by the plane of the mirror, and  $Q$  an object situated before the silvered face of  $AB$ ; then by drawing perpendiculars from every point of the object, upon the mirror  $AB$  and measuring equal distances on the back-side, we shall have the image at  $q$ , situated at an equal distance with  $Q$  from the mirror  $AB$ ; and since all the

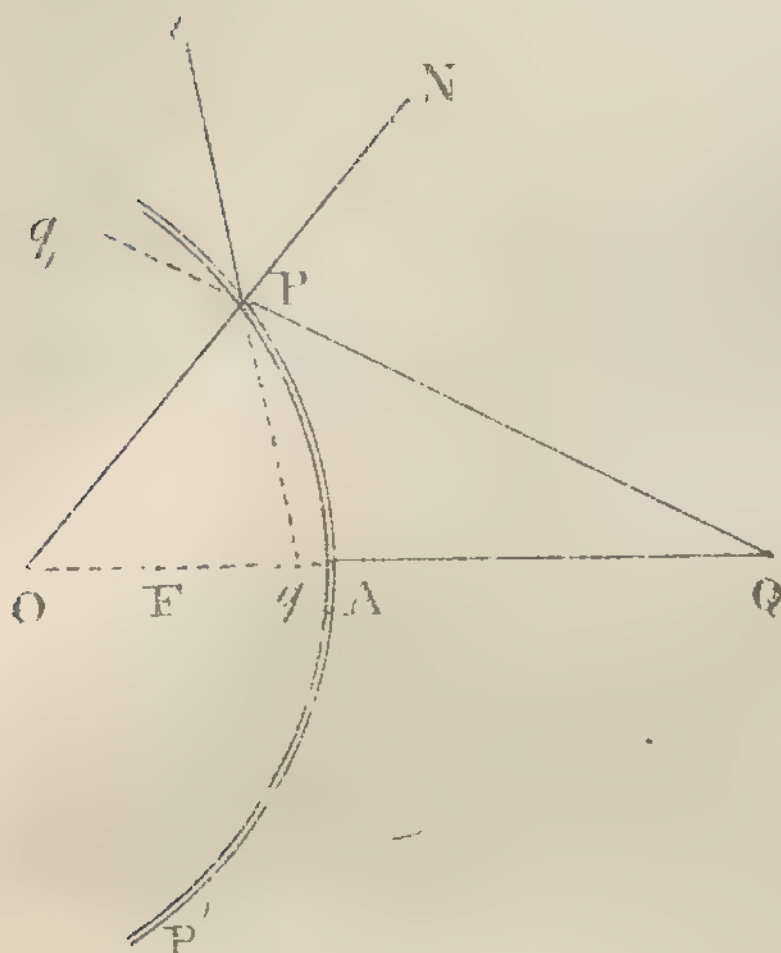


Let  $AB$  be a plane mirror, and  $Q$  a given point and  $q$  its image determined by drawing  $QMq$  perpendicular upon the mirror and taking  $QM = qM$ . Join  $qB$  and  $qA$  and produce them to  $E$  and  $F$  respectively; then an eye must be situated within the  $\angle BqA$ , so that it will be able to view the image at  $q$ .



Let  $QM = qM = a$ ,  $BM = b$  and  $AM = c$  then  $\tan BQA =$   
 $\frac{\tan BqM + \tan AqM}{1 - \tan BqM \tan AqM}$

$$= \frac{\frac{b}{a} + \frac{c}{a}}{1 - \frac{bc}{a^2}} = \frac{a(b + c)}{a^2 - bc}$$



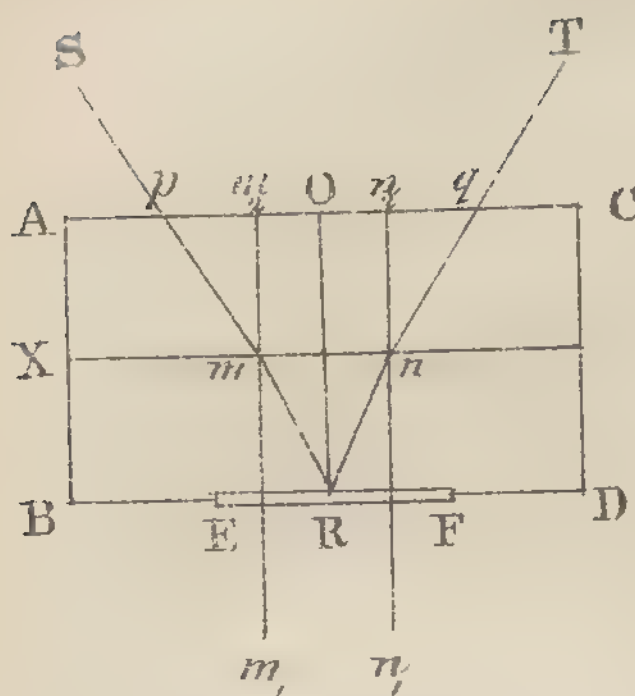
2. Let  $Q$  be the focus of a small diverging pencil incident directly upon the convex spherical mirror  $PAP'$  whose centre is at  $O$ . Let  $QA$  be the ray which falls perpendicularly upon the mirror, and therefore reflected back in the line  $AQ$ ; then the focus of the reflected pencil lies in  $OAQ$ ; and  $QP$ , another ray incident at  $P$  and reflected in the line  $qPt$ ;

then when  $P$  is sufficiently near to  $A$ ,  $q$  is the focus of the reflected pencil. Join  $OP$ , and produce  $QP$  to  $q_t$ . Let  $OA = r$ ,  $AQ = u$  and  $Aq = v$ .

Now  $\angle q_tPO = \angle QPN = \angle NPt = \angle OPq$ ; therefore from the  $\triangle QPq$   $\frac{QO}{PQ} = \frac{q_o}{Pq}$ , and  $\therefore$  the pencil is very small  $\frac{QO}{AQ} = \frac{q_o}{Aq}$  or  $\frac{u + r}{u} = \frac{r - v}{v}$

Dividing by  $r$  and transposing  $\frac{1}{v} = \frac{2}{r} + \frac{1}{u}$   
 $= \frac{1}{f} + \frac{1}{u}$  if  $f = \frac{r}{2}$  be the focal length.

$\therefore v < f$ , or  $q$  lies on the same side of  $F$ , the principal focus that  $Q$  lies.



3. Let ABDC be a rectangular box ; E F, a plane mirror at its bottom ; BX the height of water contained in it ; p and q, the two holes in the lid of the box, and S p m R n q T be the course of a ray—after passing through p, reflected at R and refracted at m and n. Then if  $mm'$ , RO, and  $nn'$  be the normals at m, R and n, which are parallel,  $\mu$  the refractive index of water,  $pq = 2a$ ,

$\angle SpA = \angle SmX = \alpha$ ,  $AB = b$ , and  $BX = x$  ; then  $po = a$ , since  $\angle mRO = \angle nRO$ , and since  $\angle pmm_2 = \sin^{-1} (\mu \sin RmE) = \sin^{-1} (\mu \sin RnF) = \angle n_2nq$ .

$$\text{and } Em = x = \frac{ER}{\tan RmE}$$

$$= \frac{po - pm_2}{\tan RmE} = \frac{a - (b - x) \cot \alpha}{\tan RmE}$$

$$\text{Also } \sin RmE = \frac{\cos \alpha}{\mu}$$

$$\therefore \tan RmE = \frac{\sin RmE}{\cos RmE}$$

$$= \frac{\frac{\cos \alpha}{\mu}}{\frac{\cos \alpha}{\mu^2}} = \frac{\cos \alpha}{\sqrt{\mu^2 - \cos^2 \alpha}}$$

$$\therefore x = \frac{a - b \cot \alpha + x \cot \alpha}{\frac{\cos \alpha}{\sqrt{\mu^2 - \cos^2 \alpha}}}$$

$$\therefore x \cos \alpha = (a - b \cot \alpha) \sqrt{\mu^2 - \cos^2 \alpha}$$

$$+ x \cot \alpha \sqrt{\mu^2 - \cos^2 \alpha}$$

$$\therefore x = \frac{(a - b \cot \alpha) \sqrt{\mu^2 - \cos^2 \alpha}}{\cos \alpha - \cot \alpha \sqrt{\mu^2 - \cos^2 \alpha}}$$





5. Let Q be the focus of a small diverging ray incident directly upon the concave spherical surface PAP' of a refracting medium, of which the centre is at O. Let QOA be the ray which enters the medium without any deviation at A, and QP another ray incident at P, and refracted in PR, which produced backwards cuts QA at q; then when the pencil is very small, q is the geometrical focus. Let  $\mu$  be the refractive index of the medium,  $AQ = u$ ,  $Aq = u'$   $AO = r$  and  $f = \frac{\mu r}{\mu - 1}$  the focal length. Join OP and produce it to t,

$$\begin{aligned} \text{then } \mu &= \frac{\sin OPQ}{\sin RPt} = \frac{\sin OPQ}{\sin POQ} \cdot \frac{\sin POq}{\sin OPq} \\ &= \frac{OQ}{PQ} \cdot \frac{Pq}{Oq} \\ \therefore \frac{OQ}{PQ} &= \mu \frac{Oq}{Pq} \text{ and when the pencil is very small } PQ = AQ \\ &= u, Pq = Aq = u', \text{ nearly.} \end{aligned}$$

$$\therefore \frac{u - r}{u} = \mu \frac{u' - r}{u'}$$

$$\text{or } \frac{1}{r} - \frac{1}{u} = \frac{\mu}{r} - \frac{\mu}{u'}$$

$$\therefore \frac{\mu}{u'} = \frac{\mu - 1}{r} + \frac{1}{u}$$

$$= \frac{\mu}{f} + \frac{1}{u}$$

$\therefore$  when Q is between A and O or  $u < r$ ,  $u', > u < r$ .

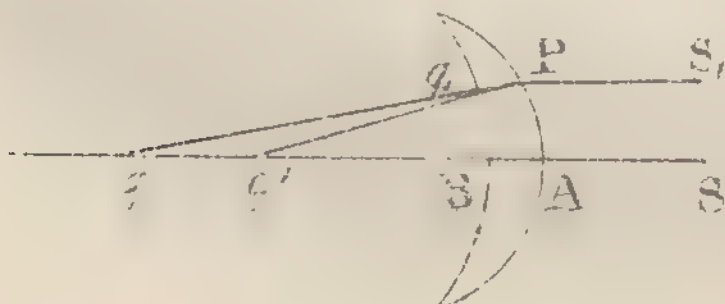
$\therefore$  in that case, the distance  $Qq = u' - u = \frac{r u \mu}{\mu u - u + r} - u$  which is max. when

$$\frac{(\mu u - u + r) r \mu - r u \mu (\mu - 1)}{(\mu u - u + r)^2} - 1 = 0$$

$$\therefore \mu r^2 = (\mu u - u + r)^2 \therefore (\mu - 1) u + r = \pm r \sqrt{\mu}$$

$$\therefore u = \frac{(\sqrt{\mu} - 1) r}{\mu - 1} = \frac{r}{\sqrt{\mu} + 1}$$

The  $\sin -$  is inadmissible in the present case.





6. Let  $PAB$  be the lens, of which  $r$  and  $s$  the radii of the first and 2nd surfaces respectively;  $SABq$  the ray which passes through the medium without any deviation at  $A$ , and  $S_1P$  another ray parallel to  $SA$ , incident at  $P$  on the first surface, refracted in the direction  $Pq, q'$  within the medium, and emergent in  $q_1, q$  from the second surface; then when the pencil is very small,  $q$  is the principal focus. Now at the 1st re-

$$\text{fraction } \frac{\mu}{Aq'} = \frac{\mu - 1}{r} \quad (1)$$

and at the 2nd refraction, considering the pencil to diverge from  $q$ ,

$$\frac{\mu}{Bq'} = \frac{\mu - 1}{s} + \frac{1}{Bq} \quad (2)$$

Now if the thickness  $AB = t$  be small, but not imperceptible

$$\begin{aligned} \text{we get } \frac{\mu}{Bq'} &= \frac{\mu}{Aq' - t} \\ &= \frac{\mu}{Aq'} \left( 1 - \frac{t}{Aq'} \right)^{-1} \\ (3) &= \frac{\mu}{Aq'} + \frac{\mu t}{Aq'^2} \text{ nearly} \end{aligned}$$

$\therefore$  from (1), (2) and (3)

$$\frac{1}{BQ} = (\mu - 1) \left( \frac{1}{r} - \frac{1}{s} \right) + \frac{t}{\mu} \left( \frac{\mu - 1}{r} \right)^2$$

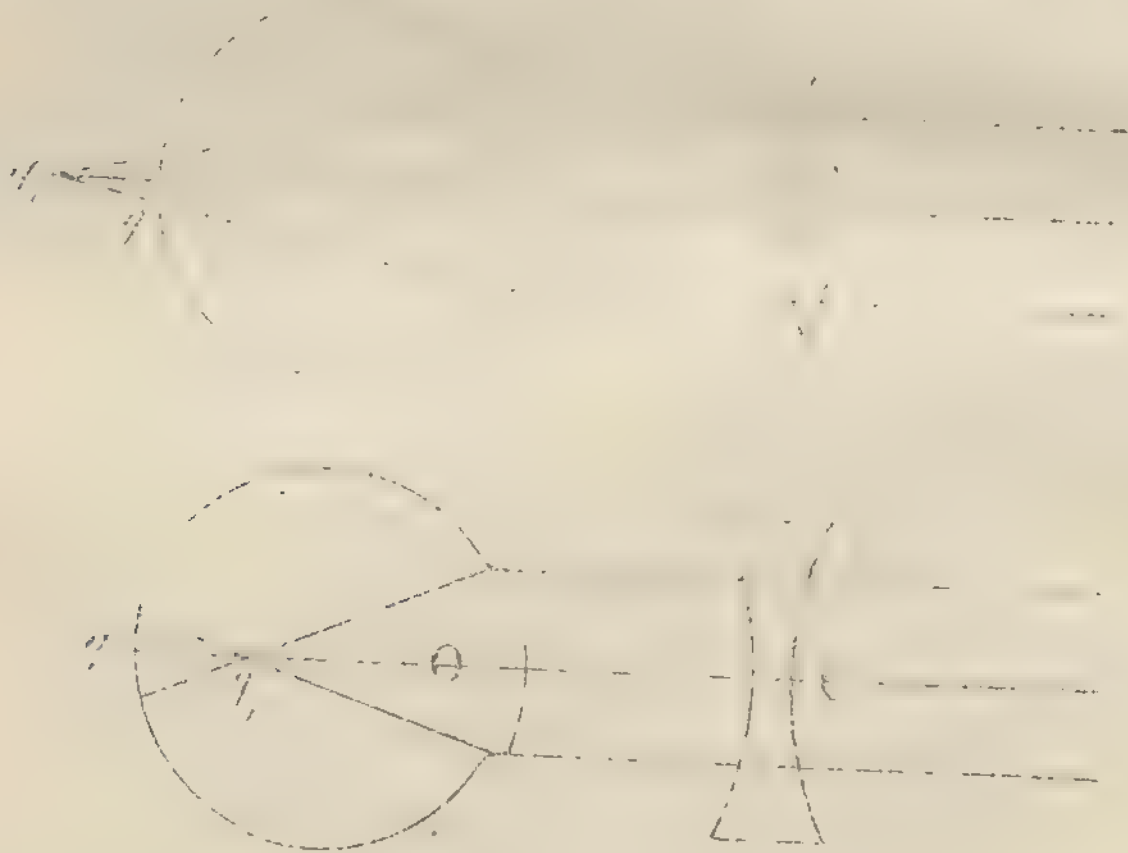
which shews that  $r$  must be less than  $s$ , as it is the case.



7. Let  $MNq$  be the ordinate of a parabola  $PAp$ , and  $Q$ , a luminous point in the ordinate. Then a ray from  $Q$  parallel to the axis  $AN$  of the parabola will after reflexion at  $P$ , pass through the focus  $S$ ; for by the property of parabola if  $PG$  be the normal at  $P$ ,  $\angle QPG = \angle GPS$ . For the same reason the ray  $Pp$  will, after reflexion at  $p$ , pass  $\parallel$  to the axis, and meet the ordinate at  $q$ .

Draw  $Pt$  and  $pr \perp$   $ars$  to  $AN$ , and let  $AN = b$ ,  $At = x$ ,  $Ar = x'$ , and  $4a =$  latus rectum of the parabola  
 then  $PQ + Pp + pq = b - x + a + x + a + x' + b - x' = 2(a + b)$  which is constant, therefore the length of the path will be the same from whatever point in the ordinate the ray proceeds.

8. In some person's eye the radius of the cornea is too great ; consequently light coming from a near point will be refracted by the cornea to a point beyond the retina ; but that coming from a distant point will be refracted to a point on the retina. This is called long-sightedness. While in some other eyes the curvature of the cornea is too great ; that is its radius is too small, and light coming from a distant point will not be refracted to a point in the retina, but will converge to a point nearer than the retina. This is called short-sightedness.



Let  $O$  be the centre of the cornea ; then in the first case as represented in figure (1) light coming from a near point will converge to a point  $q$ , beyond the retina, and will cover a small circle at  $q$  on the retina, and will therefore cause indistinct vision. If now a convex lens of proper focal length be applied to the eye, it will converge the rays to a point in the retina, and there will be distinct vision. And in the 2nd as represented in the 2nd figure, light coming from a distant point will



converge to a point  $q$ , nearer than the retina and will cause indistinct vision. If therefore a concave lens of proper focal length be applied, it will cause the rays to fall on the retina in a state of greater divergence, and will cause them to converge at a point in the retina, and there will be distinct vision.

9. Let  $A$  be the centre of the spherical surface, then

$$\begin{aligned} \frac{b}{a} - \frac{1}{q q'} &= \frac{\mu a}{b} - \frac{1}{Q Q'} \\ &= \frac{b}{a} - \frac{1}{b - A q'} - \frac{\mu a}{b (a - A Q)} \\ &= \frac{b^2 (a - A Q) - \mu a^2 (b - A q')}{ab (b - A q') (a - A Q)} \end{aligned}$$

$$\text{Now } \frac{\mu}{A q'} = \frac{\mu - 1}{r} + \frac{1}{A Q}$$

$$\text{and } \frac{\mu}{b} = \frac{\mu - 1}{r} - \frac{1}{a}$$

$$\therefore \frac{\mu}{A q'} - \frac{\mu}{b} + \frac{1}{A Q} - \frac{1}{a} = 0$$

$$\text{or } \mu \frac{b - A q'}{b - A q'} + \frac{a - A Q}{a - A Q} = 0$$

$$\therefore \mu a (b - A q') = - \frac{b (a - A Q)}{A Q} A Q'$$

$$\therefore \frac{b^2 (a - A Q) - \mu a^2 (b - A q')}{ab (b - A q') (a - A Q)}$$

$$= \frac{b^2 (a - A Q) + \frac{a b (b - A Q)}{A Q} A q'}{a b (b - A q') (b - A Q)}$$

$$= \frac{(a - A Q)}{a} \left\{ \frac{b - \frac{a A q'}{A Q}}{(b - A q') (a - A Q)} \right\}$$

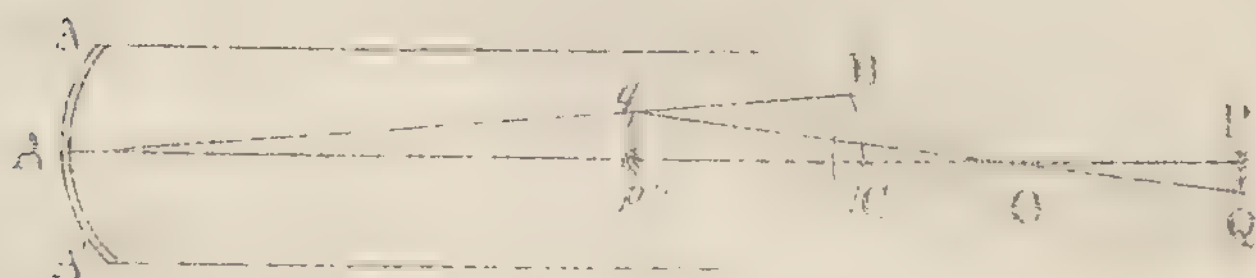
$$= \frac{b - \frac{a A q'}{A Q}}{a (b - A q')}$$

$$= \frac{\frac{b}{A q'} - \frac{a}{A Q}}{a \left( \frac{b}{A q'} - 1 \right)}$$

$$\text{and } \frac{b}{Aq'} = \frac{(\mu - 1) AQ - r}{(\mu - 1) a - r} \frac{A}{RQ}$$

$$\therefore \frac{b}{Aq'} = 1 = \left\{ \frac{r AQ - r Q}{(\mu - 1) a - r} \right\} \frac{AQ}{AQ}$$

$$\text{and } \frac{b}{Aq'} - \frac{a}{AQ} = \frac{r AQ - r a}{(\mu - 1) a - r}$$



10. Let A be the centre of the mirror, and CD the eye-lens, placed on the axis of the mirror. Here the telescope is supposed to be without the plain mirror, which makes no difference in the result. Then if the telescope be directed to a distant object, it will form an inverted  $pq$  of the object in its principal focus. Let  $q$  be the point in the image which is cut by the reflected ray AD, such that AD just touches the eye-lens CD; then the point D of the image will be by half-light; for the light coming from the portion AA'' will not enter the eye-lens, but those rays only will enter which come from the portion AA'. If we join A''D, the point of the image which is cut by A''D will be seen by full-lights. The portion between this point of the image and the  $q$  is called the ragged edge. Let the semi-diameter of the eye-lens be  $b$ , then if  $\int_o$  and  $\int_e$  denote the focal lengths of the object glass and the eye-lens; the field of view

$$= 2 \text{ POQ} = 2 \text{ qAp} = 2 \angle \text{DAC} = 2 \frac{b}{\int_o + \int_e}$$

11. The magnifying power of the Galilean telescope to an eye that can see at the distance of 12 inches  $= (\frac{1}{12} + \frac{1}{5})^{-1}$   
 $= (\frac{5}{12})^{-1} = \frac{12}{5}$



# ASTRONOMY.

## *Afternoon Paper.*

1. That the earth is of the globular form is rendered probable from the following reasons : 1st, when a ship approaches a port, the mast becomes first visible, and the hull afterwards, whereas if the earth's surface were a plane, the hull being the larger body would appear first ; 2nd, that the horizon of a person standing on the deck of a ship in the sea, is not seen to lose itself in distance and mist, but is a sharp, clear and well-defined circle, such as would be produced by the revolution of a tangent to a sphere ; 3rd, from the analogy from the sun and planets, which are all known to be round bodies ; and 4th, that in lunar eclipses, when the earth comes between the moon and the sun, the shadow on the disk is seen to be circular in all positions of the earth, which would not be the case, if the earth be of any other form. But though from these reasons we conclude that the earth is nearly a spherical body, still we do not know its exact form. From the measurements of a degree in various quarters of the earth, it is found that the length of an arc subtending one degree in the centre of the earth increases as we proceed northwards in the northern hemisphere, and by comparing the different lengths in different latitudes of the earth, it is found that the equatorial diameter exceeds the polar by about  $\left(\frac{1}{230}\right)^{\text{th}}$  part of its length. However for general purposes we may assume the earth to be of the globular form.

Let  $D$  be the length of a degree on this supposition, and  $r$  the radius of the earth, then

$$1^{\circ} : 360^{\circ} :: D : 2 \pi r$$

$$\therefore r = \frac{360 D}{2 \pi}$$

The distance of the earth from the sun is determined by means of the horizontal parallax of the body.

Let  $P$  be the horizontal parallax of the  $\odot$  and  $r$  and  $R$  the radius of the  $\oplus$  and its distance from the  $\odot$  then  $\therefore P'' = \frac{r}{R}$ , we get

$R = \frac{r}{p''} \times \text{number of seconds contained in an arc} = \text{to the radius.}$



2. Let Ho be the horizon of any place, P the pole, M S, S<sub>1</sub> the ecliptic, and ES the Equator; then when the S is at S<sub>1</sub> the intersection of the ecliptic and the Equator, the days and nights will be equal over the whole earth; as the sun moves in the direction S<sub>1</sub> S<sub>2</sub> on the Ecliptic a greater portion of the diurnal  $\odot^{1e}$  of the sun become visible every successive day, till when the sun is at the solstitial point when the longest day will happen to the place.

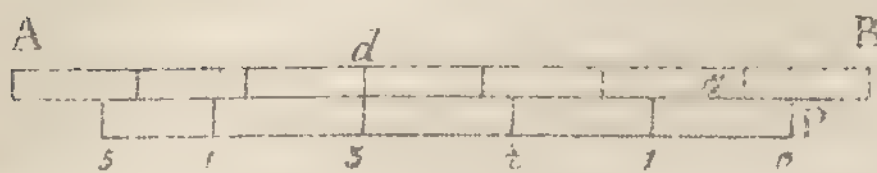
As the sun moves further and further from the last point, the length of the days diminishes every successive day, till the sun is again at the other equinox, when the days and nights are again equal. Afterwards as the sun moves in the Ecliptic the days become shorter, till the sun is in the tropic of Cancer, when the shortest day happens to a place in the northern hemisphere. As the sun moves from the last point towards the equinox, the length of the day increases till the sun is in the equinox, when the days and nights are equal.



If the latitude of the place be such that the whole diurnal circle for a particular day lies above the horizon ; then the day will last 24 hours, and all places having greater latitudes will have their day for more than 24 hours. The sun will be 12 hours above the horizon only when it is time of the equinox, and that for all places.

3. The vernier is a contrivance for determining very small lengths of an arc.

Let AB be the graduated limb, and 05, the vernier. Now sup-



pose we wish to determine the length aP.

Let the zero point of the vernier be brought to P, and we shall then be able to determine aP

by counting the divisions of the vernier, after which its division coincides with that of the limb. Let a and b be the lengths of one division of the limb and the vernier respectively, and let n divisions of the limb be equal to n — 1 divisions of the vernier, then  $na = (n - 1)b$

$$\therefore b - a = \frac{b}{n} = \frac{a}{n - 1}$$

Hence if after r divisions of the vernier, the mark of division in the limb coincides with that in the vernier, we have  $aP = r(b - a)$

$$= \frac{r b}{n} \text{ also } = \frac{r a}{n - 1}$$

If the limb be divided into spaces of 5' each, and 9 divisions of the limb correspond to 8 of the vernier, the accuracy can be determined to  $\frac{5}{8}'$

$$= \frac{5 \times 60''}{8} = \frac{5 \times 15''}{2} = \frac{75''}{2} = 37\frac{1}{2}''$$

4. The transit instrument in its simplest form is a telescope firmly attached at right angles to an arm, which is called the axis of the instrument, and which lies horizontally, on two holes in two solid

walls, its ends pointing to the east and west points of the heavens. In the focus of the object glass there lies one horizontal wire parallel to the axis of the instrument, and five vertical ones ; these wires are a contrivance to mark the exact time of the transit of a heavenly body.

To make an observation with the instrument we must first point the telescope near to the point where the heavenly body crosses the meridian ; then when the body crosses the meridian, direct the telescope to it ; and observing the times when the body crosses each of the vertical wires, we get the time of transit by taking a mean of them.

The observation made with such an instrument is subject to three errors ; 1st, the axis may not be exactly level ; 2nd, its extremities may not point exactly to the east and west points of the horizon ; and 3rd, the time of collimation, that is, the line which joins the focus and the imaginary point when the horizontal wire intersects the middle of the vertical wires may not be exactly perpendicular to the axis. So before we can observe the true time of transit of a heavenly body, we must correct the observed time for three errors, the error of level, the error of collimation, and the error which arises from the axis being not exactly perpendicular to the meridian.

5. The atmosphere which surrounds the earth is an elastic fluid, decreasing in density, as we ascend high up. Now by optics a ray passing from one medium to another of greater density deviates from its original direction, and is bent towards the perpendicular at the point of incidence, and the atmosphere may be conceived to be composed of very thin strata decreasing in density at higher altitudes and lying one above another ; and so a ray coming from a body will move in a curved line through the atmosphere, and the heavenly body from which the ray comes will appear higher than its real place to a spectator at the earth ; for the body will be seen in the direction of the tangent to the curve at the earth's surface.

Let  $z$  and  $z'$  be the greatest and the least zenith distances of a circumpolar star,  $a$  the co-efficient of refraction,  $u$  and  $u'$  the refractions at the zenith, distances  $z$  and  $z'$  where  $u$  and  $u'$  are functions of



$\tan z$  and  $\tan z'$ , and  $c$  the colatitude of the place of observation ; then

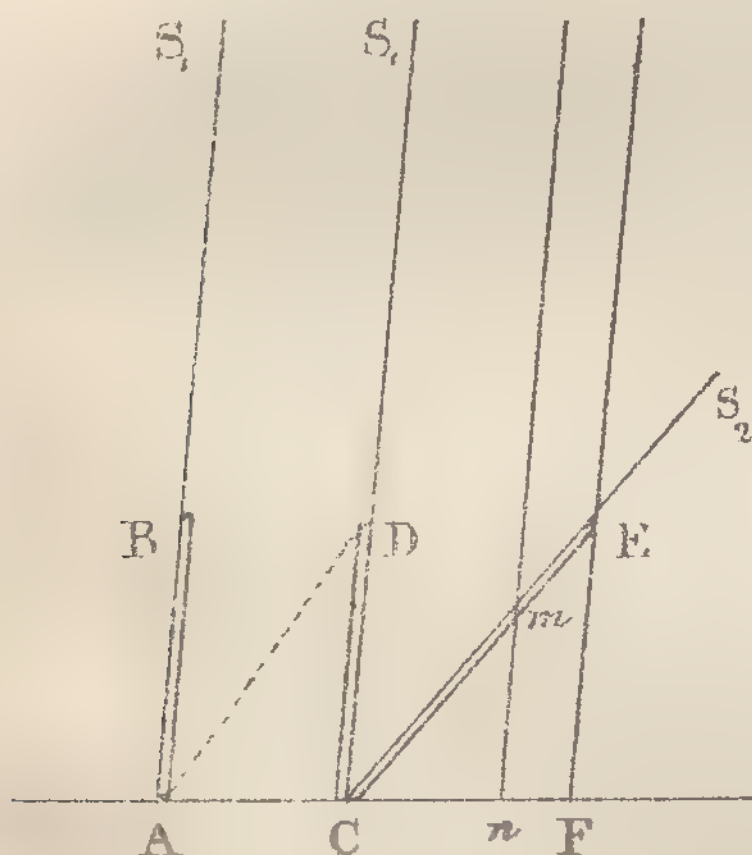
$$2c = z + z' + a(u + u')$$

and if  $z, z', u,$  and  $u'$ , be the values of  $z z' u u'$  for any other star, we have

$$2c = z, + z', + a(u, + u',)$$

$$\therefore a = \frac{2 + z' - z, - z',}{u, + u' - u - u'}$$

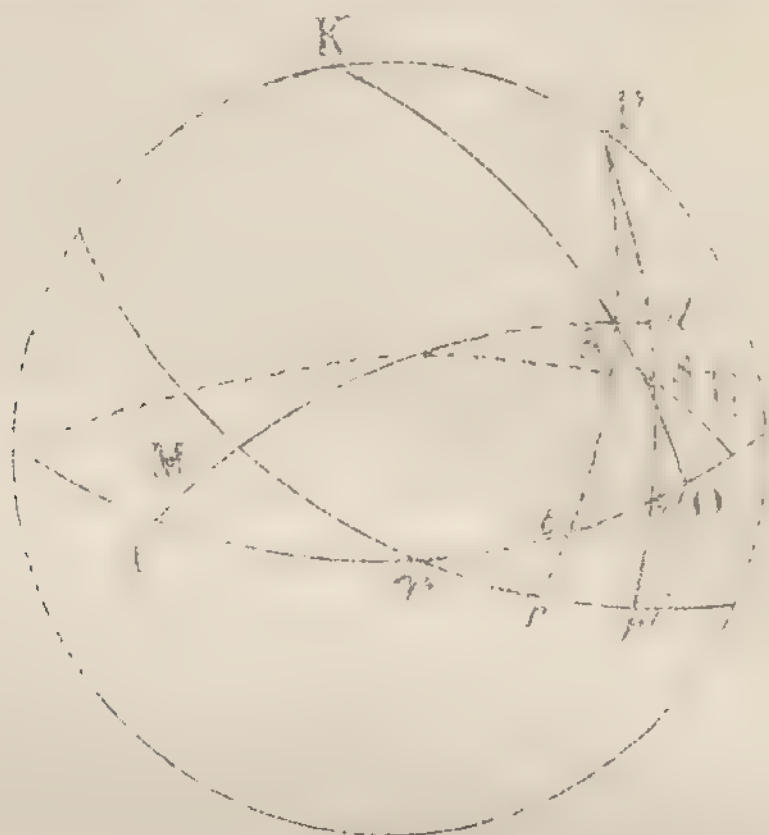
6. By observing the apparent distance of the moon from a star, we can find from it the true distance by applying the corrections for refraction and parallax, and then noting the time of making the observation and comparing with it the time given for the same distance in the Greenwich Almanac, we know the difference of times, and thence the difference of longitudes of the places of observation. In the Greenwich Almanac, the distance of the moon from the known stars is given for every three hours, and thence we can find the time for any intermediate distance.



7. Let AC be a portion of the earth's orbit, and AC the direction in which it moves ; SBA the direction in which light comes from a heavenly body. Now if light be not instantaneous, it will take time to come from S to A, let the earth move in the same time to C, then a telescope being directed in the direction, AB will not allow the ray to pass down to its lowest point ; for since the telescope moves the ray strikes its side, and is lost in coming down to the lowest point. But if the telescope be directed in the direction AD, so that  $AC : CD :: \text{vel. of the earth}$

lowest point ; for since the telescope moves the ray strikes its side, and is lost in coming down to the lowest point. But if the telescope be directed in the direction AD, so that  $AC : CD :: \text{vel. of the earth}$

: vel. of light ; for since then as the telescope moves CE, the light comes down to C, and the star is seen in the direction CES<sub>2</sub>



Let M  $\varphi$  be the Equator, I  $\varphi$  E the ecliptic, P the pole of the Equator, K the pole of the ecliptic, and S a heavenly body. Through K draw the great  $\odot^{1e}$  KSO, take OE = 90°, and through E and S draw the great  $\odot^{1e}$  ESS, then aberration takes place in the plane of this circle. Let S' be the position of the body caused by aberration ; through S, S draw the declination  $\odot^{1e}$ s, and through S, draw a  $\odot^{1e}$  IMS, d perpendicular to P S  $\varphi$ . Then if a, d  $\lambda$  and l be the right ascension, descension, latitude and longitude of the star, we get

$$\begin{aligned}
 & \text{R A affected by aberration} \text{ --- true R A} = r r' \\
 &= \frac{S, d}{\sin P S,} = \frac{\text{aberration } \perp^{\text{ar}} \text{ to the plane P } r'}{\sin P S,} \\
 &= \frac{20'' \cdot 5 \sin \varphi t' r' \sin Et'}{\sin P S} \\
 &= \frac{20'' \cdot 5 \sin \varphi t' r' \sin (E \varphi - \varphi t')}{\sin P S} \\
 &= \frac{20'' \cdot 5 \sin \varphi t' r' \cos (\lambda - \varphi t')}{\cos \delta}
 \end{aligned}$$

If  $\angle \varphi t' r' = \theta$ ,  $\cos \theta = \cos a \sin \omega$

from which  $\theta$  is determined and  $\cos \varphi t' = \sin \theta \sin \omega$  ; therefore  $\varphi t'$  and aberration in R A are determined.





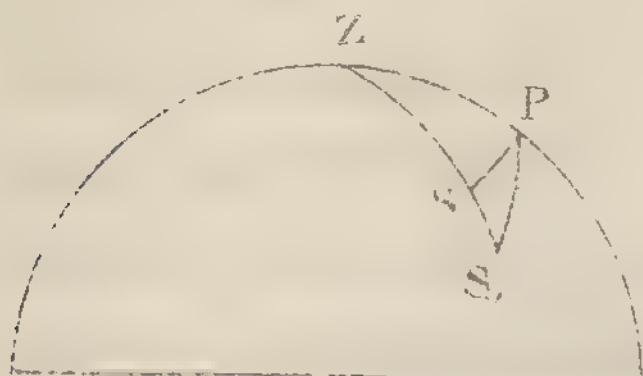




$$\left\{ \cos \frac{360^\circ}{n} + \cos 2 \frac{360^\circ}{n} + \dots \cos \frac{n-1}{n} 360 + \cos 360^\circ \right\}$$

$$+ n \sin d \sin l = n \sin d \sin l$$

$$\therefore \text{when } n \text{ is a whole number } \cos \frac{2\pi}{n} + \cos 2 \frac{2\pi}{n} + \cos 3 \frac{2\pi}{n} + \dots + \cos 2\pi = 0$$



11. Let  $S$  and  $S_1$  be the position of the star,  $P$  the pole,  $z$   $SS_1$  the vertical circle,  $PS_1 = 90 - \delta$ ,  $zP = 90 - l$

$$\cos z = \frac{\sin \delta - \sin l \cos z_1}{\cos l \sin z_1}$$

$$= \frac{\sin \delta - \sin l \cos z_2}{\cos l \sin z_2}$$

$$\therefore (\sin z_1 - \sin z_2) \sin \delta$$

$$= \sin l (\sin z_1 \cos z_2 - \sin z_2 \cos z_1)$$

$$\therefore \frac{\sin \delta}{\sin l} = \frac{\sin (z_1 - z_2)}{\sin z_1 - \sin z_2}$$

$$= \frac{\sin \frac{z_1 - z_2}{2} \cos \frac{z_1 + z_2}{2}}{\sin \frac{z_1 - z_2}{2} \cos \frac{z_1 + z_2}{2}}$$

$$\sin \frac{z_1 - z_2}{2} \cos \frac{z_1 + z_2}{2}$$

$$\therefore \frac{\sin \delta - \sin l}{\sin \delta + \sin l}$$

$$= \cos \frac{z_1 - z_2}{2} - \cos \frac{z_1 + z_2}{2}$$

$$\cos \frac{z_1 - z_2}{2} + \cos \frac{z_1 + z_2}{2}$$

$$\text{or } \tan \frac{(\delta - l)}{2} \cot \frac{(\delta + l)}{2} = \frac{\sin \frac{z_1}{2} \sin \frac{z_2}{2}}{\cos \frac{z_1}{2} \cos \frac{z_2}{2}}$$

$$\cos \frac{z_1}{2} \cos \frac{z_2}{2}$$

$$= \tan \frac{z_1}{2} \tan \frac{z_2}{2}$$

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## Bengali Essay.

## সুকৃতি না করিলে কেহ প্রকৃতরূপে সুখী হইতে পারে না ।

এই জগত ব্রহ্মাণ্ড মণ্ডল মধ্যে সৰ্ব্ব জীবোৎকৃষ্ট মানব জাতি যে প্রকার পরম পরাত্পর পরমেশ্বরের অপার মহিমা প্রকাশ করে, অন্য কোন জাতিতে তদ্রূপে করে না ।

আমাদিগের স্বীয় জাতির প্রতি নেত্রপাত করিলে পর সৃষ্টিকর্তার অনির্বাচনীয় এবং অগণ্য মহিমা সন্দর্শন পুরঃসর আমরা কৃতজ্ঞতা সাগরে মগ্ন হইয়া সদা সৰ্ব্বদা তাঁহার প্রতি ভক্তি ব্যবসায় কালযাপন করি । দেখা অন্যান্য সৃষ্ট বস্তু মধ্যে সকলেই আত্মরক্ষার্থে পরমেশ্বর তাহাদিগকে বিবিধ প্রকার অস্ত্রাদি দান করিয়াছেন, সিংহ, শাদুল মহিষ প্রভৃতি বিপুল বলপ্রাপ্ত হইয়া স্বাদিগের হস্ত হইতে রক্ষা পাইতে পারে, বিহঙ্গমাদি বাত্যাশ্রয়ে উড়ডিয়মান শক্তি দ্বারা অর্পিত হইয়া মহাবীর্য শত্রুদিগের মুখ পতন ভয় হইতে পরিভ্রাণ পাইতে পারে, মৃগ সকল দ্রুতগতি দ্বারা তাহাদিগের প্রাণ রক্ষা করিতে সমর্থ হয়, কিন্তু মানব জাতির এবম্মুকার কোন উপায়ই নাই তত্রাপি যে তাহারা সৰ্ব্ব সৃষ্ট বস্তু মধ্যে এমত প্রাধান্যতা প্রাপ্ত হইয়াছে যে মহাবল পরাক্রান্ত জন্তু ইত্যাদি তাহাদিগের সন্মুখবর্ত্তি হইলেই পলায়ন করে এ কেবল সৃষ্টিকর্তার মহিমা মাত্র মানব সমূহের প্রাধান্যের মূল কারণ কি? অত্র প্রশ্নের উত্তর এই যে তাহারা বুদ্ধি ও বিদ্যা এই দ্বিধনাধিকারি হইয়া পৃথিবীর সমস্ত বস্তুকে তাহাদিগের স্বকরতলে আনয়ন করিয়াছে ।



অন্য চতুষ্পাদি কিম্বা দ্বিপাদি জাতি মধ্যে এই দ্বিধনান্যে-  
ষণ করিলে প্রাপ্ত হওয়া যায় না। দেখে বুদ্ধি দ্বারা কতশত  
কর্ম নির্বাহ হইতেছে। মহা দুজ্জের বস্তু সকল কেবল বুদ্ধি-  
দ্বারা প্রকাশিত হইতেছে। বিদ্যা সংহতি সম্মিলিত হইয়া  
বুদ্ধি যথার্থ্যযথার্থ বিবেচনা জ্ঞান করনৈক এক প্রধান কারণ  
হইয়াছে, পরমেশ্বরের কীর্তি সকলের দ্বারা তাঁহার মহিমা  
ব্যাপক কারিণী বুদ্ধি মাত্র হইয়াছেন সত্য মিথ্যা বিবেচনা ও  
বিভিন্নকারি প্রধান কারণ বুদ্ধি। ধর্ম্মাধর্ম্ম মধ্যে একের প্রধান্য  
এবং অন্যের ন্যূনতা, এক দ্বারা চরমে পরম পদার্থ লাভ এবং  
অন্যেতে মহান্ধীভূত দূরবর্গাহ নরকে প্রবেশ ইত্যাদি নানা বিধ  
কর্ম কেবল বুদ্ধির সাহায্য ব্যতীত অন্য কোন বস্তুর দ্বারা অবগত  
হওয়া যায় না অতএব মানব জাতির প্রধানত্বের কারণ এই দ্বিবস্তু  
অতঃপরে ধর্ম্ম বিষয়ক।

ধর্ম্ম দ্বি প্রকার হয় যথা সুধর্ম্ম এবং কুধর্ম্ম তন্মধ্যে  
শেষোক্ত প্রকার মানব জাতির সমস্ত দুঃখের প্রধান হেতু।  
দেখ মলিন্মুচাচার, পরনিন্দা, মিথ্যাচরণ, পরধন হরণ, স্বজাতি  
মধ্যে কলহ, এবং একের সত্ত্ব অন্যে বলপূর্ব্বক গ্রহণ করা,  
পরদার, ইত্যাদি নানা প্রকার আচরণ সমূহই কুধর্ম্মাভিধান।  
পরোপকার, বিদ্যাদান, একের দুঃখে অন্যের আদর্শিত হওয়া,  
পরমেশ্বরের প্রতি যথার্থ ভক্তি, ইত্যাদিকে সুধর্ম্মাখ্যান দেওয়া  
যায়। অতএব এই দ্বিপ্রকারেরই বিভিন্ন দোষ ও গুণ সমূহ  
বর্ণনা করিলে যে প্রকারে মানবদিগকে সুখি করে তাহা  
দেদিপ্যমান প্রতীত হইবেক কুধর্ম্ম মধ্যে মলিন্মুচাচারই প্রথমে  
বর্ণনা করা যাইতেছে পৃথিবী মণ্ডলে সকলেই আত্ম বুদ্ধি  
কৌশল দ্বারা মান্যমান হইতে চেষ্টা করে। কিন্তু তন্মধ্যে  
যে ব্যক্তি অন্যের সত্ত্ব গ্রহণাভিলাষি হয় এবং যে তাহা  
বাস্তবই করে তাহা হইতে ঘৃণাই ব্যক্তি আর কে আছে।

সকলেই তাহারাপন বিষয় সম্ভতির সম্ভাধিকারি, এবং যাহার প্রতি পরমেশ্বর এক প্রকারে সদয় হইয়া ধন সম্ভতি প্রদান করিয়াছেন তাহাকে তদ্বিহীনকারী মানব এবং পরমেশ্বরের নিকট অবশ্যই ঘৃণাযোগ্য, কারণ পরমেশ্বরের নিয়ম মধ্যে প্রধান এক নিয়মই এই যে কেহ অন্য ব্যক্তির ধনাপহরণ কখনহ করিবেক না। তবে তন্নিয়ম ভঙ্গকারী ব্যক্তি কি প্রকারে তাঁহার কৃপা দৃষ্টিতে পতিত হইতে সমর্থ হইবেক। বিশেষতঃ পরধনাপহরণকারী ব্যক্তি সদা সৰ্বদা নিয়মসমূহ দ্বারা দণ্ডিত হওয়া ভয়ে সদা সৰ্বক্ষণ ভীত থাকে তাহার মনাকাশে কদাচিৎও সুখ সুধাকরের উদয় হয় না কারণ সাধ্বস ঘন ঘটায় সুখ চন্দ্রকে সৰ্বদা আবৃত রাখে দ্বিতীয় প্রকার কুখ্যবল প্রকাশপূৰ্ব্বক অন্য ব্যক্তির ধন গ্রহণ করা। এবম্মুকারাচরণও পরমেশ্বরের নিয়ম বহির্ভূত, রামায়ণ পুস্তকে প্রত্যক্ষ প্রমাণ যে মহা পরাক্রমশালী রাবণ রাজা পর ধনাপহরণপূৰ্ব্বক দিন যামিনী ক্ষেপণ করিতেন কিন্তু অযোধ্যাপতি রামচন্দ্র দ্বারা পরিশেষে সবংশে নিৰ্বংশ হইলেন এবং তাঁহার বিপুল অশ্বৈর্য্য সকল অন্ততঃ তাঁহার শত্রুর হস্ত গত হইল। পরন্তু পরধনাপহারক ব্যক্তির নানা প্রকার চিন্তা-সমূহ রজনীযোগে তাঁহার শয়নাগারের চতুষ্পার্শ্বে ভ্রমণ করিয়া তাহাকে বিশ্রাম সুখ হইতে বিরত করে। যেমন পরানিষ্টকারী শাদ্দুল বিশ্রাম সুখে প্রবর্ত্ত হইলে ক্ষুদ্র বস্তু পতন মাত্রেই সুসুপ্তিহারা হয়, তদ্রূপ পরধনহরণ কারী ব্যক্তির কৰ্ণ কুহরে কিঞ্চিন্মাত্র শব্দ প্রবেশ করিলেই তাহার বিশ্রাম নষ্ট হয়।

কুখ্যের মধ্যে তৃতীয় প্রকার দোষ মিথ্যাচরণ। এই ভূমণ্ডলে অত্র প্রকার দোষ তুল্য পরমেশ্বরের ক্রোধ দৃষ্টি ভাগি করা আর কোন বস্তুই নাই, ইংরেজী শাস্ত্রে মহাবিচক্ষণ জ্ঞানী



পুরুষ লার্ড বেকন কহিয়াছেন যে মানবেরা মিথ্যাচরণ দ্বারা স্বজাতি হইতে রক্ষাপায় কিন্তু পরমেশ্বরকে তদ্বারা হেয় জ্ঞান করে। তবে ইহা কোন ব্যক্তিরও চক্ষুগোচর যে এবল্লুকার আচরণকারী চরমে কি দশাপুষ্প হইবে। “কখনহ মিথ্যাচরণ করিও না” পরমেশ্বরের এই এক প্রধান নিয়ম কিন্তু মিথ্যাচরণ কারী ব্যক্তি এই নিয়ম বহির্ভূত তাহার কাল যাপন করে অতএব সে অবশ্বই তাহার প্রতিফল ভাগি হইবেক বিশেষতঃ মিথ্যাচরণ কারী ব্যক্তি সদা সৰ্বদা অন্তঃকরণ মধ্যে এই বিবেচনা করে না যে যদিপি তাহার কুকর্মাচার, ব্যক্তি সমূহ সন্নিধানে ব্যক্ত হয়, তবে সে চির কালের নিমিত্তে সৰ্বজন গণ সাক্ষাতে ঘৃণাস্পদ হইবেক, অতএব তাহার মানাপমান বিষয় তুল্য, এবং সে এক মধ্যে অন্যের বিভিন্নতা যথা কথঞ্চিত জ্ঞান করে, তবে মানব সমূহের উচিত যে এবল্লুকার ব্যক্তিকে তাহাদিগের সভা মধ্যে কখনহ প্রবেশ করিতে না দেয়। বিশেষ কারণ এই যে যে প্রকার সমূহ ভাণ্ড পুরিত দুগ্ধ মধ্যে অতি অল্পকণা গোপুরিষ পতন হইলে সকল দুগ্ধকে নষ্ট করে তদ্রূপ মিথ্যা পথাবলম্বি ব্যক্তির সঙ্গাবলম্বন করিলে মানব সমূহের উত্তমতা লোপ হইয়া তাহারাও তৎপথাবলম্বি হয়। আর যে প্রকার ভাণ্ড পুরিত শলীলে তৈল কণা পতন হইলে ক্ষণিক সময়ে তাবৎ ভাণ্ডেতে বিস্তৃত হয়, মিথ্যাও তদ্রূপ। মন শলীলে পতন হইলে তাবৎ উত্তম গুণ সমূহকে গ্রাস করে।

অতএব মিথ্যাবাদি পুরুষ মহাপাপী। এবং মিথ্যাবাদি ব্যক্তি কখনহ আপনাপনি সুখী জানে না। যদিপিও মানব জাতি নানা বিধ জরা মৃত্যু ইত্যাদি নানা প্রকার দুঃখ-ভাগি হয় এবং পরমেশ্বরের কোপানলেতে প্রথমে তাহার নিয়ম ভঙ্গ করিয়াছে, তত্রাপি তাহাদিগের মনমধ্যে সৰ্বব্যাপি পরমেশ্বরের কিয়দংশ আছে এবং যৎকালীন

তাহারা কোন কুখ্যাত সন্মান দেন করে তখন সেই বস্তুতে তাহা-  
দিগকে নিয়ত ভৎসনা করে। অতএব মিথ্যাচারী ব্যক্তি  
কখনই যথার্থরূপে সুখী নহে।

চতুর্থ প্রকার কুখ্যাত এই যে এক ব্যক্তি তাহার স্বজাতি  
মধ্যে একের সঙ্গে অন্যের কলহ উপস্থিত করায়। দেখা এই  
ব্যক্তি কখনই তাহার মনোদ্যান মধ্যে সুখ বৃক্ষ রোপণ করিয়া  
তাহা হইতে ফল ভোগ করিতে সমর্থ হয় না। কারণ  
কালের গতিতে তাহার এই স্বীয় স্বভাব প্রকাশ হইয়া তাহাকে  
সর্বজন গণ সমক্ষে অবিশ্বাসী করে এবং তৎসম্মুখীন তাহার  
জাতি মধ্যে কেহই তাহাদের গুপ্ত কথা ব্যক্ত করে না।

পঞ্চম প্রকার কুখ্যাত পরদার নামে প্রকাশিত, যে ব্যক্তি  
মধ্যে কিছু জ্ঞানাস্কুর স্থাপন হইয়াছে সে ব্যক্তির পরদার  
ব্যবহারকারীর মুখাবলম্বন করিতে হয় না। সর্প, এবং  
অন্যান্য হিংস্র জাতিকে সন্দর্শন করিলে যে প্রকার তাহা-  
দিগকে ব্যবহার করা উচিত পরদারকারীরও সেই প্রকার  
গতি করা যুক্তি সিদ্ধ। পরমেশ্বরের সৃষ্ট বস্তু মধ্যে মানব  
জাতিকে এবল্লুকার উচ্চ স্থানে স্থিতি করিয়া তাহাদিগকে  
এবল্লুকার দোষ দিয়াছেন যে যদ্বারা তাহাদিগের এবং বন  
জন্তুদিগের মধ্যে কোন বিভিন্নতা থাকে না। এ বড় আশ্চর্য্য  
এই প্রকার কথা যাহারা কবিদিগের সরস্বতী কুণ্ডের শলীল  
দূতপূর্ব্বক পাণ না করিয়াছে তাহারা কহিয়া থাকে কারণ এই  
যে পরমেশ্বর এই প্রকার রীতি মানবাত্তঃকরণে কখনই সৃষ্টি  
করান নাই কিন্তু পৃথিবীর পাপ গতিতে এ সমস্ত বিষয় উৎপন্ন  
হয়। যদি আমরা পরমেশ্বরকে এই রীতির এবং এবল্লুকার  
তাবৎ মন্দ রীতির কর্ত্তাভিধান দেই, তবে তাহাকে এক প্রকার  
পাপের সৃষ্টিকর্ত্তা কহিতে হয় এবং এই আখ্যা যদিও আমরা  
মানব জাতি হইয়া তাহাকে প্রদান করি, তবে বুদ্ধিহীন জীব



জন্তু কীট পতঙ্গাদি না জানি আর কি মন্দ নাম তাহাকে প্রদান করে অনেকে কহেন যে বুদ্ধিহীন জন্তু সকল তাহাদিগের সৃষ্টি কর্ত্তাকে জানে না কিন্তু এ কেবল মিথ্যা জল্প মাত্র। কারণ আমরা দেখিতে পাই যে প্রত্যুষ কালে সকল জন্তুই তাহাদিগের সৃষ্টিকর্ত্তার প্রশংসা সুমধুর ভাষে গান করে এবং অন্যান্য দৃষ্টান্তেও ইহা প্রত্যক্ষ হয় যে সকলেই পরমেশ্বরের প্রশংসায় মগ্ন থাকে, কিন্তু দুরাচার ব্যক্তিরা পরদারাচরণ করিয়া পরমেশ্বরের নিয়ম এক কালে ভঙ্গ করে অতএব তাহারা অবশ্যই অত্র বিষয় জন্য দণ্ডনীয় হইবেক।

এইক্রমে কুধর্ম বিষয় বর্ণনায় ইহা দৃশ্য যে মানবেরা ঐ প্রকার উপায় সমস্ত চেষ্টা করিয়া কখনহ যথার্থ রূপে সুখী হইতে পারে না বরং মন মধ্যে অগণ্য বাক পথাভীত দুঃখ এবং ভাবনা সমূহ দ্বারা পূর্ণ করিয়া নিরন্তর তাহাদিগের জাতনায় সদা সর্ষদা অসুখী মাত্র হয়।

কাল্পনিক ধর্মও এক প্রকার দুঃখের কারণ যে দেশে এই প্রকার ধর্ম প্রচলিত আছে তথাতে উপরোক্ত বর্ণিত দোষ সমূহ অনেঘন করিলে অবশ্যই অধিকংশ পাওয়া যায়। অত্রস্থলে এইক্রমে সুধর্ম অথবা যথার্থ ধর্ম বর্ণনা করা আবশ্যিক যে তদ্বারা আমাদের প্রত্যক্ষ প্রমাণ হইবেক যে যথার্থ সুখোৎপন্নের প্রধান কারণই সত্য ধর্মের অথবা গুণ সমূহের রিতী মতাচরণ করিলে আমরা নিম্নলানন্দ প্রাপ্ত হইতে সমর্থ হইব।

ধর্মের প্রধান অর্থাৎ প্রথম নীতি পরোপকার এই পরোপকার দুই ভাগে বিভক্ত। পরোপকার চিন্তা এবং তৎ-চিন্তা সঙ্গম। মন মধ্যে আমাদের স্বজাতির উপকার চিন্তা পরমেশ্বরের এক প্রধান অর্পিত দ্রব্য দেখে যদিপি আমরা মানব জাতিকে ঘৃণা করি এবং তাহাদিগের প্রতি কোন সাহায্য প্রদান না করি, তবে আমাদের মধ্যে এবং অন্যান্য সৃষ্ট

বস্তু মধ্যে কোন বিভিন্নতা থাকেনা, কারণ স্বেদর পরায়ণতা গুণ কি বুদ্ধিবান কি বুদ্ধিহীন উভয় জাতি মধ্যেই আছে এবং যদ্যপি পরমেশ্বর কর্তৃক বুদ্ধি দ্বারা অর্পিত মানব জাতি কেবল স্বপরিপূর্তিতেই রত থাকে তবে আর এই দুই জাতি মধ্যে কি দৃষ্টব্য বিভিন্নতা থাকিল, পরোপকার চিন্তা থাকিয়া অর্থ দ্বারা সন্মন্ন কারী যে ব্যক্তি সে যথার্থ ধার্মিক বটে। যত্‌কালীন সে কোন দুঃখি ব্যক্তিকে মহা ক্লেশ হইতে রক্ষা করে তাহার মনে কতই প্রকার আনন্দ উদয় না হয়! তাহার অন্তরস্থিত মহা পুরুষ তাহাকে আহ্লাদ সাগরে মগ্ন করাইয়া তাহার চিত্তকে পরিতোষ করে। ইংরেজী শাস্ত্রেতে ইহা লিখিত আছে যে পরমেশ্বর সৃষ্টি সৃজন কালে তাঁহার সপ্তাহিক পরিশ্রম সন্মন্ন করিয়া দেখিলেন যে সর্ব কর্মই উত্তম রূপে হইয়াছে এবং এই বিবেচনায় তিনি বিশ্রাম সুখে প্রবর্ত্ত হইলেন। মনুষ্যেরও তদ্রূপ। যদি তাহারা কোন উত্তম কর্ম সন্মন্ন করে এবং উক্ত বিষয়ের তাহাদিগের জ্ঞান থাকে তবে তাহারাও বহু সুখ সাগরে পতন হয়। দ্বিতীয় প্রকার ধর্ম বিদ্যা দান। এই ধর্ম অবশ্যই পরোপকার ধর্মের মধ্যে গণ্য বটে, অত্র বিষয়েতে যে ব্যক্তি তাহার কায়িক আয়াস স্বীকার করিয়া অন্যকে এই “মহারত্ন” লাভ করিতে দেয় তাহা অপেক্ষা আর ধার্মিক পুরুষ কে আছে। দেখ যে ব্যক্তি নানা অপমান পর্যন্ত স্বীকার পাইয়া অন্যকে উত্তম পথাবলম্বি করিতে চেষ্টা পায় সে অবশ্যই মান্য যোগ্য “বিদ্যা রত্ন” মহাধন” এই বিষয় কবি মহোদয়েরা ব্যক্ত করিয়াছেন, তবে ইহা সহজ বোধ গম্য যে, যে ব্যক্তি মহারত্ন লাভ চেষ্টাকারী সে অবশ্যই সন্মান পাত্র। যে ব্যক্তি বিদ্যা দান করে তাহার বুদ্ধি অপেক্ষা জ্ঞান কখনই হয় না, এবং সে শিক্ষা বিষয়েতে মহা সুখ প্রাপ্ত হয়।



ধর্মের তৃতীয় অংশ তৃপ্ততা অর্থাৎ যাহা অধিকারে আছে তাহাই প্রচুর এই জ্ঞান থাকা। এই প্রকার ব্যক্তির অপর্যাপ্ত কারণ তাহার কাম ক্রোধ লোভ ইত্যাদির বশীভূত কখনই হয় না। যে ব্যক্তি এই পথাবলম্বি হয় সে পৃথিবীর তাবৎ বস্তুকে ক্ষণ বিনশের বোধ করে এবং তুল্য বিবেচনায় যাহা স্বাধিকারে আছে তাহাই প্রচুর জ্ঞান করে।

চতুর্থ প্রকার ধর্ম পরমেশ্বরের প্রতি ভক্তি এই বস্তু প্রতিপালন করা মানব জাতির পক্ষে লাভদায়ক, আনন্দদায়ক, এবং ভয় হারক হয়, তাহা বর্ণনাতিরিক্ত। এই বিষয়াশক্ত অকিঞ্চিৎকর ক্ষণ ভঙ্গুর প্রপঞ্চ পঞ্চ ভৌতিক শরীর ধারণ করিয়া যে ব্যক্তি সদা সর্দদা বিষয়মদে আশক্ত হয়, সে মানব কুলে এক কালে অপমানের প্রধান হেতু হয়। দেখা কালের এবল্লুকার কুটিল গতি যে অদ্য মহোল্লাস; কল্য হাহাকার; অদ্য সুচারু বদনী ভার্যা সহ নানা রসরঞ্জে প্রবর্ত; কল্য সেই ভার্যের মৃত শরীরোপরে মুষল ধারায় অশ্রুপাত করা; অদ্য মহা ঐশ্বর্য মদে মত্ত হইয়া মানব জন গণ সমূহ সন্নিধানে অহঙ্কার প্রকাশ; কল্য কপিন ধারণ পুরঃসর দ্বারে ভিক্ষা প্রার্থনা; অদ্য সুকুমার কুমার প্রদর্শনে এবং তাহার বাক্যালাপনে অপরিমিত আনন্দপ্রাপ্তি; কল্য সেই পুত্র বিয়োগ জন্য তাহাকে অঙ্গে স্থিত করিয়া রোদন ও হাহাকার ধ্বনি করা, অদ্য রাজা; কল্য প্রজা; এবম্বিধ কালের গতি জানিয়া যে ব্যক্তি সেই প্রপঞ্চ বিষয় মদে মত্ত হয় এবং তদ্বারা পরমেশ্বরের নাম মন ভূমি হইতে দূরীকৃত করে সে ব্যক্তি নিতান্ত পাসণ্ড অতএব সদা সর্দক্ষণই পরমেশ্বরকে নেত্রগোচর রাখা কর্তব্য এবং সেই কন্ম ভক্তি মার্গাবলম্বন করিলেই সহজে হয়।

আর দেখা সর্দ সাধারণ বিষয় সমূহেই আমরা সুকৃতি না করিলে প্রকৃতরূপে সুখী হইতে সমর্থ হই না। দেখা

মহাপরিশ্রমপূৰ্ব্বক বিদ্যা শিক্ষাকারি ব্যক্তি কোন বিষয়েতে সিদ্ধি হইলে তাহার অন্তঃকরণে বহুল সুখ উপস্থিত হয় এবং তাহাতে সে প্রকৃতরূপে সুখী হয় কারণ তাহার আয়সের সে প্রত্যক্ষ লাভ পায়। কিন্তু যে ব্যক্তি কোন কর্ম অধর্মরূপে সম্বল করে তাহার অন্তঃকরণে ভয় উপস্থিত হইয়া তাহাকে সুখী করার কথা দূরে থাকুক সদা সর্বদা চিন্তাৰ্ণবে মগ্ন করে পুরাতন পুরাবৃত্ত ইত্যাদি অধ্যয়ন দ্বারা আমরা অত্র সমস্ত বিষয় সমপূর্ণরূপে প্রমাণ করিতে পারি।

দেখা আমাদের হিন্দু জাতি মধ্যে মহাভারত নামক কবিতাতে ইহা বর্ণিত আছে যে মহারাজাধিরাজ ধর্ম পুত্র যুধিষ্ঠির কুরু দল সৈন্য গুণ্য করিয়া মহাবল পরাক্রান্ত ভীষ্ম দ্রোণ কর্ণ প্রভৃতিকে সম্মুখ সংগ্রামে পরাজিত করিয়া যৎকালীন সিংহাসনোপবিষ্ট হইলেন তখনে আকস্মাৎ পৃথিবী উপরি বিরক্ত হইয়া পঞ্চ ভ্রাতাই স্বর্গারোহণে চলিলেন সে কবিতার অর্থ এই যে দ্রোণ ভীষ্ম ইত্যাদিকে পাণ্ডবেরা অন্যায় ও মিথ্যা প্রবঞ্চনা দ্বারা আহত করিয়া সিংহাসনোপবিষ্ট হইয়া উক্ত সমস্ত বিষয় মন মধ্যে উদয় হইলে ক্ষুব্ধ হইয়া দেশান্তর হইল।

আলেকজণ্ডর্ যৎকালীন দারিয়সের সঙ্গে যুদ্ধ ক্ষেত্রে গিয়াছিলেন তখনে এক দিবস রজনীযোগে তাহার সৈন্যাধ্যক্ষ পারমিনিও প্রস্তাব করিলেন যে শত্রুদল এই রজনীযোগে আক্রমণ করিলে তাহার অবশ্যই পরাজয় হইবেক, কিন্তু আলেকজণ্ডর্ কহিলেন যে তিনি যুদ্ধ জয় বিষয়ে মলিন্মুচের কর্ম করিবেন না কারণ এই যে যদ্যপি তিনি নিশিথ সময়ে স্বারিকে আক্রমণ করিয়া পরাজয় করেন তবে তিনি কখনই যথার্থরূপে সুখী হইতে পারিবেন না কারণ অধর্মাচরণ বিষয় প্রবল বাত্যা স্বরূপ হইয়া অতি কোমল চিত্তাচ্ছাদ মুকুলকে এক কালে সমূলোৎপাটন করিবে।



অতএব ইহা প্রত্যক্ষ প্রমাণ যে সুকৃতি না করিলে মানবেরা কোন কালে সুখী হইতে সমর্থ হয় না কারণ কুকৃতি করিলে বর্তমানের এবং চরমের ভয় উভয় একত্র হইয়া সুখ সরোবরে হিংসুক কুস্তির, মকর, নিম্বাণ করিয়া পরিশেষে ক্ষোভ এবং দুঃখ দায়ক হয়। অতএব যথার্থ ধর্মাদি প্রতি মন নিবেশ পুরঃসর উচ্চ স্থান স্থিত ব্যক্তিদিগের এবং সর্ব সাধারণেরই, কবিদিগের বিদুরের ন্যায় তৃপ্ততা প্রাপ্ত হইয়া সদা সর্বক্ষণ চিত্তকে পরিতোষ রাখিয়া কাল যাপন করা সর্বতোভাবে যুক্তি সিদ্ধি ইতি।

শ্রীউমাচরণ দাস

ছাত্র বৃত্তিধারক পুথম শ্রেণী

ঢাকা বিদ্যালয় বাঙ্গালা রচনা।

OOMACHURN DASS, *First Class, Senior Scholar,*

*First Year, Dacca College.*

সুকৃতি না করিলে কেহ প্রকৃতরূপে সুখী  
হইতে পারে না।

এই অখণ্ড ভূমণ্ডল সৃষ্টি স্থিতি শাসনকারী অপার করুণা-  
নিধান পরমেশ্বর বহুতর চেতনাচেতন বস্তু নিশ্চয় দ্বারা এই  
প্রপঞ্চ জগন্মণ্ডল সুশোভিত করতঃ তন্মধ্যে নিম্নলানুকূল্য  
প্রকাশ পুরঃসর মানব জাতিকে বহুতর বিশেষ বিশেষ কায়িক  
ও মানসিক শক্তি প্রদানপূর্ব্বক সর্বাপেক্ষা শ্রেষ্ঠতম করিয়াছেন।

এই শ্রেষ্ঠত্বোপযোগী যে কেবল ঐ ঈশ্বরদত্ত শক্তি সমূহই  
 এমত নহে। তদনুবন্ধি কতিপয় কৰ্ম নিদ্ধারিত আছে  
 যদভাবে এ সংসারে সুখ সাধন দূরাস্থাৎ কেবল নিরন্তর ক্লেশ  
 প্রপঞ্চমাত্রে কাল কৰ্ত্তন করিতে হয়। এই কৰ্ম নিচয় মধ্যে  
 মুক্তি বৃত্ত অতি প্রধান। এতদ্বারা মানবগণ স্বস্থ প্রকৃতি  
 পরিস্কৃত করতঃ ঈশ্বর প্রকৃতির গুণ লাভে কৃতকার্য হইয়া  
 অবিকল সুখ সম্ভোগানন্তর স্বস্থ চিরস্মরণীয় নাম দেশ দেশান্তরে  
 ঘোষণা পুরঃসর চরমে পরম পদার্থ মুক্তি লাভ করেন। আর  
 এই মহাত্মাদিগের যে যশোরাশি উত্তরকালীয় সাধারণ জন গণ  
 প্রশংসাস্বরূপ মৃত্যু সঞ্জীবনী বিদ্যা প্রভাবে অনন্ত কাল পর্যন্ত  
 সজীব থাকে তদ্বারা তাঁহারা মরণান্তেও জীবন সুখ সম্ভোগ  
 করেন। হায় কি খেদের বিষয় যে এবশ্বিধ বহুবিধ হিত জনক  
 ব্যাপারে বিরত হইয়া অনেক লোকেরা এই ক্ষণবিনশ্বর অকিঞ্চিৎ  
 কর দেহের কিঞ্চিৎ ভারী সুখ লোভান্বিত হইয়া তৎসাধনার্থ  
 নিরন্তর কুক্রিয়াতে লিপ্ত থাকে! অণুতাচরণ মিথ্যা প্রবঞ্চনা  
 পর পীড়ন ইত্যাদি অপ্রতি বিধেয় কৰ্ম সকল তাহারা অম্লান  
 বদনে সম্বাদন করে।

কিন্তু অনেকে এতদ্রূপে ধর্মের প্রতি অনাদর প্রকাশ  
 করিলেও ইহা অবশ্যই স্বীকার করিতে হইবে যে ধর্মভ্রষ্ট  
 লোকেরা কদাচ সুখ সম্ভোগে সক্ষম হইতে পারে না। স্ব সৃষ্ট  
 জীব মঙ্গলাভিলাষী পরমেশ্বর অম্বাদাদির অন্তঃকরণে এমত এক  
 গুণ সংস্থাপিত করিয়াছেন যে পাপাসক্ত চিত্ত ব্যক্তির  
 স্বতঃই সমুচিত দণ্ডপ্রাপ্ত হয়। ফলতঃ কৃত দূর্বৃত্তজন্য অনু-  
 তাপের এমত ভীষণ শাসন ও কঠিন তাড়ন যে অনেক কুকর্ম-  
 শালী লোকেরা মনঃপীড়া অসহিষ্ণুতাহেতুক স্বস্থ পাপাপনো-  
 দনাভিলাষে আপনাদিগের অন্যথা প্রকাশ্যসম্ভাবিত দূর্বৃত্তি জন  
 সমাজে স্বতঃ ব্যক্ত করতঃ উপযুক্ত দণ্ডোপগৃহণ করিয়াছে।



আমরা সচরাচরই দেখিয়া থাকি যে অনেক মনুষ্য হস্তারা ধৃত হইয়া বিচারাগারে স্বেচ্ছাধীন আপনাদিগের দোষ স্বীকার করে। পুরাতন রোম রাজ্যের ইতিহাসে কথিত আছে যে জুলিয়স ছিজারের প্রাণনাশক ক্রুটস ছিজারের মৃত্যুর কতিপয় দিবসের পর আণ্টুনি ও আক্টেব্রিয়সের সহিত যুদ্ধারম্ভের কয়েক পূর্বে এক রজনীতে ভূত সন্দর্শন করিয়াছিলেন। আধুনিক ইতিহাস লেখকেরা এই অদ্ভুত ভূত বিবরণ অমূলক বলিয়া থাকেন। কিন্তু বিবেচনা করিয়া দেখিলে ইহা সমূলক হইতে পারে। ছিজারের বধে যে তিনি সাপরাধী ছিলেন তাহা তিনি জানিতেন। এবং অবকাশকালে ঐ জ্ঞানতঃ কৃত অপরাধ চিন্তাতে বিভীষিকা দর্শন অসম্ভাবিত নহে। পরন্তু উপরোক্ত যুদ্ধে স্বপক্ষ সংহারে শোকাকুল হইয়া “ছিজার\* তুমি অদ্যাপি ক্ষমতাপন্ন বট” এই যে ঐকান্তিক প্রকাশ করেন তাহাতে উরোক্ত অনুমান বলবৎ হয়।

অপর অধর্ম্মাসক্ত ব্যক্তির কহিতে পারে যে ধর্ম্মানুষ্ঠান অতিমাত্র ক্লেশকর এবং মুকুতি করণাভিলাষিরা প্রায়শঃ দুঃখে কাল যাপন করিয়া থাকেন। যথা সতৈত্যক নিকেতন ধর্ম্মদাস সক্রেতিস্ চিরকাল ক্লেশে দিন যাপন করতঃ পরিশেষে স্বনগর নিবাসি স্বজাতীয় শত্রু হস্তে কাল গ্রাসে পতিত হইয়াছেন। আরিষ্টাইডিস্ গ্রীক দেশের সর্ষ সাধারণ কোষাধ্যক্ষ পদে নিযুক্ত থাকিয়া ও চিরকাল দুরিদ্র ক্লেশ ভোগ করিয়াছিলেন এবং তাঁহার মৃত্যু হইলে অন্যান্য লোকের দাতব্য দ্বারা তাঁহার চরম ক্রিয়া নিষ্পন্ন হইয়াছিল। কিন্তু এই ধর্ম্ম-বিরুদ্ধাচারী লোকদিগের বিবেচনা করা কর্তব্য যে কেনই বা সক্রেতিস্ মহাত্মা মুকুতি প্রতিপালনার্থে সেই অমূল্য জীবনরত্ন

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\* “Caesar, thou art mighty yet.”

পরিত্যাগ করিয়াছিলেন আর কেনইবা সেই ন্যায়বৃত্তী আরি-  
ষ্টাইডিস্ স্বদেশ কোষাগারের ধন দ্বারা স্বীয় দ্বারিদ্র ভঞ্জন  
করিয়াছিলেন না। ইহা বিবেচনা করা কর্তব্য যে কৃত সুকৃতি  
নিবন্ধন অন্তর সন্তোষ জন্য যে অপরিমিত সুখ তাহা বৈষয়িক  
ক্লেশে নষ্ট হইতে পারে না এবং তৎসুখ ভাজন যে ব্যক্তি  
তিনি অন্য সুখের প্রতি তাদৃক যত্নবান নহেন। সুকৃতি জন্য  
সুখ আন্তরিক ও নিত্য বৈষয়িক সুখ বাহ্য ও অচিরস্থায়ী।  
আর সুখ দুঃখ মনের ভাব। প্রফুল্ল চিত্ত ব্যক্তি পর্ণ কুটীরে  
বাস করতঃ শাকান্ন ভোজনে যে প্রকৃত সুখ প্রাপ্ত হয় তাহা  
চিত্তবৈকল্যপীড়িত ব্যক্তির বাহ্য মূল্যবান প্রস্তুত নিম্নিত  
অটালিকাতে বাস করিয়া এবং নানা উপহারে ভোজন করিয়াও  
প্রাপ্ত হইতে পারেন না। সুকৃতি জন্য সুখ ভ্রংশ হয় না  
কিন্তু বিষয় জন্য সুখ ভ্রংশ না হইলেও সম্ভাবিত ধ্বংস আশঙ্কা  
বশতঃ অনেক লাঘব হয়।

এই পৃথিবী মণ্ডলে পূর্বাপর হইতে সুকৃতি সঞ্চালন  
জন্য সর্ষজাতীয় লোকেরাই সমূহ পুণ্য পুকাশ করিয়াছেন  
ও করিতেছেন। শাসন বিধি ঈশ্বরার্চনা সংস্থাপন নীতি  
শাস্ত্র নির্ধারণ বিদ্যানুশীলন প্রভৃতি যে সকল নিয়ম পূর্বাপর  
প্রসিদ্ধ আছে সে সকলের প্রধান অভিপ্রায় সুকৃতি সঞ্চার।  
এই সকল নিয়ম দ্বারা পৃথিবীতে বর্তমান সভ্যতার উৎপত্তি  
হইয়াছে এবং জন গণের সুকৃতি প্রতি কিঞ্চিৎ প্রকৃত আস্থা  
হইয়াছে। এই সুকৃতির সর্ষতোভাবে অভাব হইলে এই  
পৃথিবীতে সুখের লেশ মাত্র থাকিত না। মানব গণের মনঃ  
ক্ষেত্র তত্রত্য স্বভাবতঃ অনিবার্য অপ্রতিকার্য রিপুগণ সমরো-  
চ্ছিন্ন মরুভূমি বস্তু পতিত থাকিত। লোকদিগের মধ্যে পরস্পর  
দ্বন্দ্ব কলহাদিতে সকলেই গৃহস্থে বিমুখ হইতেন। পৃথিবীর



শোভা ও শৃঙ্খলার চিহ্ন মাত্রও থাকিত না। মানব প্রকৃতির মহদ্ গুণ সকল কদাচ প্রকটিত হইত না।

কিন্তু মুক্তি সাধনে এতদ্ৰূপ মহীয়সী উপকার সত্ত্বেও এতৎপ্রতি লোকের সমুচিত ভক্তি জন্মে নাই। এইক্ষণ অনেকে ধর্ম পালন কেবল প্রবঞ্চনা প্রপঞ্চ মাত্র। প্রকাশ্য রূপে মুক্তি অনুষ্ঠানে মৌখিক যত্ন অনেকেই দেখাইয়া থাকেন কিন্তু কর্মদ্বারা ধর্ম প্রকাশ অতি বিরল। ব্যক্ত্যন্তর দুঃখ সন্দর্শনে অবিরত বিগলিত জলধারাকুল লোচনে দয়া প্রকাশ অনেকেই করিয়া থাকেন কিন্তু দাতব্য দ্বারা পরদুঃখ মোচন অতি অল্প লোকে করেন। দয়ালুত্ব জিতেন্দ্রিয়ত্ব প্রভৃতি যে সকল ধর্ম্যানুষ্ঠান তৎপ্রতি লোকদিগের তাদৃক চেষ্টা নাই। কাল বৈগুণ্য জন্য এই দুরবস্থার ফল শীঘ্র দৃষ্ট হইতেছে না কিন্তু কাল সহকারে পাপের দণ্ড অবশ্যই ভোগ করিতে হইবেক। পাপক্রান্ত সংসারে ঐহিক পারত্রিক উভয় সুখেরই বিনাশ। ধর্মবিদ্বেষী লোকেরা কিয়ৎকাল পর্যন্ত আনুমানিক সুখ ভোগ করিতে পারে এবং ধর্মনিষ্ঠা ব্যক্তিরা ক্ষণ মাত্র ক্লেশ পাইতে পারেন। কিন্তু কাল সহকারে অবস্থার পরিবর্তন অবশ্যই হইবেক। টাইটস ওট্‌সের অসৎক্রিয়া লব্ধ রাজানুগৃহ ও রাজ প্রসাদ অতি অল্পকাল স্থায়ী ছিল। এবং যে কিঞ্চিৎ কাল ছিল তাহাতেও সেই দুশ্চরিত্র ব্যক্তি স্বীয় প্রবঞ্চনা প্রকাশ সম্ভাবনা হেওক অবিকল সুখ সম্ভোগ করিতে পারিয়াছিল না।

শ্রীগৌরনারায়ণ রায়।

ঢাকা কলেজ প্রথম শ্রেণী।

GOUR NARAIN ROY, *First Class, Senior Scholar,*

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৪ অক্টোবর ইং ১৮৫০ সাল।

## সুকৃতি না করিলে কেহ প্রকৃতরূপে সুখী হইতে পারে না ।

ইদানিন্তন লোকদিগের মনে এই দৃঢ় প্রত্যয় জন্মিয়াছে যে পৃথিবীতে ধনই সৰ্ব্বস্ব, ধন না থাকিলে পৃথিবীর কোন কার্য সমাধা হইতে পারে না ও ধন ব্যতীত কেহ সুখী হয় না । ধন হইতে বল, মান, বুদ্ধি সকল উৎপন্ন হয় । এই কুসংস্কার পুায় তাবৎ মনুষ্যের হৃদয়ে স্থাপিত আছে । ইহা পুায় সকলেই জ্ঞাত আছেন যে এক জন ধনবান ও এক জন ধৰ্ম্মনিষ্ঠা ব্যক্তিদ্বয়ে একত্র হইলে অধিকাংশ লোক ধনির দিকস্থ হয় ও তাঁহাকে ধার্ম্মিক ব্যক্তি হইতে অধিক মান্য করে । লোকে ধনের বাহ্যিক দিগ্ধিতে অন্ধ হইয়া পৃথিবীতে সকল সুখের মূল যে ধৰ্ম্ম তাহা অনায়াসপূৰ্ব্বক ত্যাগ করে ।

এই অসার সংসারে ধৰ্ম্মই সার পদার্থ । ধৰ্ম্ম না থাকিলে এই পৃথিবী অতি অল্প দিনের মধ্যে বিনষ্ট হইয়া যাইত । আর যে স্থানে ধৰ্ম্ম সেই স্থানে জয় “যতো ধৰ্ম্ম স্তুতো জয়ঃ” । যে ব্যক্তি ধৰ্ম্ম উপলব্ধ করিয়াছেন তিনিই তাহার মিষ্টাস্বাদ বুদ্ধিতে পারিয়াছেন ধৰ্ম্ম অনুষ্ঠানে যে কত সুখ তাহা তিনিই ভোগ করেন । পাপাবিষ্ট লোক তাহার বিন্দু বিসর্গও জানিতে পারে না । ধৰ্ম্ম কর্মের সঙ্কল্পে সুখ, অনুষ্ঠানে সুখ, ও পুৰত্তনাতে সুখ ।

ধৰ্ম্মে বুদ্ধি সুচারুরূপে পরিপাক পায় উৎকৃষ্ট মনোবৃত্তি সকল উত্তমরূপে পরিচালিত হয় ও নিকৃষ্ট মনোবৃত্তি সকল দূরিকৃত হয় ।

যে ব্যক্তির ধৰ্ম্মে আস্থা আছে তাহাকে কোন বিপদ পরাভব করিতে পারে না । অন্য এক জন সামান্য ব্যক্তির ন্যায় তিনি অতি অল্প ক্লেশে কাতর হন না । পরন্তু তাঁহার



নিকট অসহ্য ক্লেশ কুত্রাপি আইসে। এই পৃথিবীতে নানা কারণ বসতঃ ধার্মিক ব্যক্তিকে অনেক নিগূহ ভোগ করিতে হয় বটে কিন্তু তথাপি তাহার মনের প্রফুল্লতা জন্য সে সকল অতি দুরায় নিলীন হইয়া যায়। বিশেষতঃ কেবল অধর্ম হইতেই অসহ্য ক্লেশে সকলের উৎপন্ন, সুতরাং ধর্মাপথাবলম্বী ব্যক্তির নিকট তাহারা কোন কালে আগমন করে না। কিন্তু মূঢ় মনুষ্য সকল বিষয় রসে মগ্ন হইয়া নানা ক্লেশ ভোগ করে। তাহারা মুগ্ধতা ও অদূরদৃষ্টিতা পুযুক্ত অনেক কুকর্মে পূরিত হয় ও তজ্জন্য তৎপুতিফলস্বরূপ যে সকল ক্লেশ তাহাও ভোগ করে।

এই অবগী মণ্ডলে অনেক এমনত ব্যক্তিও আছে যাহারা ধর্মকে কোন পদার্থ বলিয়া গণ্য করে না। অনেকে কহিয়া থাকে ধর্ম নাই ও ধর্মেতে কোন উপকার নাই, উপকার থাকিলে ধর্ম পরায়ন ব্যক্তি কখন ক্লেশ পাইত না ও সদা সুখী হইত। কিন্তু ইহার পর অলীক কথা আর নাই। সূক্ষ্মানুসূক্ষ্ম বিবেচনা করিয়া দেখিলে ইহা স্পষ্ট প্রতীতি হইবে যে যদিও ধার্মিক ব্যক্তি মর্ত্যলোকে অনেক ক্লেশ পান বটে তথাপি তাহার লোকান্তর প্রাপ্ত হইলে যে তিনি চীরস্থায়ী সুখ সম্ভোগ করিবেন তাহার কোন সংশয় নাই। ঐহিক কাল পরকালের সহিত তুলনা করিয়া দেখিলে এক মুহূর্তের ন্যায় বোধ হইবে। এই পঞ্চভৌতিক বিনশ্বর শরীর অতি অকিঞ্চিৎকর, ইহা কেবল ক্ষণেক কালের নিমিত্ত স্থায়ী। অতএব যে কার্যেতে মনুষ্যের স্থায়ী সুখ লাভ হয় তাহাতে মনোনিবেশ করা তাহার পক্ষে সর্ষতোভাবে কর্তব্যও শ্রেয়স্কর। আর পরম কারুণীক পরমেশ্বর ধার্মিক ব্যক্তির পক্ষে এই পৃথিবীমণ্ডল নিতান্ত নিরুপায় করিয়া দেন নাই। এই মর্ত্যলোকেতেই ধর্মেতে যতধিক লাভ ও সুখ সম্ভব হয় তদধিক আর কোন বস্তুতে হয় না।

পুথমতঃ ধর্ম্য কর্ম করিলে তাহার পরক্ষণই মনেতে সুখ লাভ সম্ভব হয়। দয়ীদুর্চিত্ত পরহিতৈষী ব্যক্তি কোন দীন ব্যক্তির উপকার করিলে তাহার মনে কেমন সুখের উদয় হয়! স্বহস্তে রোপিত বৃক্ষের তুল্য তাঁহার আশ্রিত ব্যক্তির চক্ষুদ্বয় হইতে আনন্দে বারি বিনির্গত দেখিয়া তাঁহার মন আনন্দে কেমন পুলকীত হয়! ক্ষুধার্ত্ত ব্যক্তিকে অন্নদান করিলে, তৃষ্ণার্থকে জল দান করিলে ও আশ্রয়হীন ব্যক্তিকে আশ্রয় দিলে মনুষ্যের মন আনন্দে অভিষিক্ত হইতে থাকে। কোন দীন হীন বালকের দরিদ্রতা মোচন করিয়া তাহার হাস্য মুখাবলোকন করিলে মনে কি অপার সুখের উদয় হয়! অবনীমণ্ডলে এমত সুখ আর কোন বস্তু হইতে উৎপন্ন হয়! অতএব আমরা দেখি যে ধর্ম্য হইতে যাদৃশ সুখ লাভ সম্ভব হয় এমত আর কোন বস্তু হইতে হয় না।

দ্বিতীয়তঃ সাংসারিক সুখ ধর্ম্য কর্মের উপর অধিকাংশ নির্ভর করে। ধার্মিক হইলে, সাংসারের সকলের উপর স্নেহ রাখিলে, ও সকলের প্রতি প্রীতি বাক্য প্রয়োগ করিলে অতি ত্বরায় তাহাদিগের সকলের নিকট প্রীতি পাত্র হওয়া যায়। তাহারা সকলে তাঁহার আজ্ঞা প্রতি পালন করে ও প্রীত মনে সকলে তাঁহার কার্য্য সিদ্ধি করে। তিনি তাহাদিগকে কোন অসাধ্য সাধনে নিয়োজিত করেন না আর তাহারাও কখন তাঁহার আজ্ঞা লঙ্ঘন করে না। এই রূপ প্রকারে সকলের সহিত পরস্পরের মিল থাকাতে সাংসারের কর্ম অতি সুচারুরূপে নির্বাহ হয়। কিন্তু অধার্মিক হইলে নিত্য কলহ ও বিবাদ উপস্থিত হয়, আর সুখের লেশ মাত্র থাকে না।

অবশেষে এই বক্তব্য যে ধর্ম্য মনোনিবেশ করিলে মনের স্তুতি জন্মে, শ্রীবৃদ্ধি হয় ও স্বচ্ছন্দতাতে কাল যাপন করা যায়।

শ্রীশ্রীনাথ দাস।

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## সুকৃতি না করিলে কেহ প্রকৃতরূপে সুখী হইতে পারে না।

পরাম্পর পরমেশ্বর এই প্রকাণ্ড ব্রহ্মাণ্ড রচনা করত বিবেচনা করিলেন যে কি প্রকারে মানব গণ পৃথিবীমণ্ডলে সমাগমন পূর্ব্বক প্রকৃষ্টরূপে সাংসারিক ব্যাপার নির্বাহ করিতে দক্ষ হইবে এতদালোচনা করিয়া ঈশ্বর ধর্ম্মাধর্ম্ম প্রভেদ কারিণী বিবেক শক্তি তাহাদিগের সহকারিণী করিয়া দিয়াছেন যে তাহারা ইহলোকে ধর্ম্মানুষ্ঠান দ্বারা মৃত সঞ্জীবিনী কীৰ্ত্তি সঞ্চয় করিয়া পরলোকে স্বর্গীয় অনন্ত সুখ রসাস্বাদনে পরিতৃপ্ত থাকিতে পারেন।

দেখ এই কর্ম্মক্ষেত্রে কতশত ব্যক্তি অর্থ হইতে সকল সুখোৎপত্তি হয় বিবেচনা করিয়া নানা দেশ প্রদেশ পর্য্যটন করত বহুবিধ কষ্ট স্বীকার পূর্ব্বক কুৎসিতোপায় দ্বারা অর্থোপার্জন করিতে যত্নবান হইতেছে কেহ কেহ বা ঐশ্বর্য্য নিমিত্ত জীবনাশা পরিত্যাগ করিয়া সঙ্গ্ৰামে নিযুক্ত হইয়া রণ ক্ষেত্রে প্রাণ ত্যাগ করিতেছে কেহ বা বিপুল বিভব লোভে পতিত হইয়া অত্যুচ্চ যে মনুষ্য হত্যা পাপ তাহাতেও প্রবৃত্ত হইতেছে কিন্তু এই সকল কার্য্যাচরণ দ্বারা যে সুখ প্রত্যাশা সে কেবল মৃগ তৃষ্ণার ন্যায় জানিবে যেমন হরিণ অত্যন্ত প্রচণ্ড দিবাকর-করে পরিপীড়িত হইয়া দূরস্থ বালুকা রাসিতে জলভ্রমে তৎপ্রতি ধাবমান হইয়া বারি বিরহে প্রাণ ত্যাগ করে তদ্রূপ এই সকল ব্যক্তির। অর্থ হইতে সুখোদ্ভব সম্ভাবনা বিধায় অনেক ক্রোশে ধন সঞ্চয় করিয়া পরিশেষে সুখলেশ মাত্র উপলব্ধ করিতে পারে না বরং সর্ব্বদা মনস্তাপ পাইতে হয় পরে সেই সকল কুকর্ম্ম জনিত আশঙ্কা তাহাদিগের অন্তঃকরণে ব্যাল রূপে

উদয় হইয়া দংশন করিয়া তাহাদিগের চিত্তকে বিষাক্ত করে সুতরাং তাহারা তজ্জালায় পরিদগ্ধ হইয়া যাবজ্জীবন লোক বিরাগে ও বহুকষ্টে কালক্ষেপন করে অতএব কুকৃতি দ্বারা কোন মতেই সুখ হইবার সম্ভাবনা নাই অকৃত্রিম সুখ কেবল সৎকৰ্ম্মানুষ্ঠান হইতেই উদ্ভব হয় ।

অপরঞ্চ যে ব্যক্তি বিন্দুমিত স্বার্থ উদ্দেশ্ না করিয়া কেবল কায়মনবাক্যে পরোপকার ও দীন, দরিদ্র, অনাথ পুতৃতিকে ধন বিতরণ ও সমস্ত দেশের উন্নতির কারণ সংসা-  
রের সার পদার্থ বিদ্যা দানাদি করেন তিনি সকলের পুণ্য  
হয়েন সকলে তাহার মঙ্গল চেষ্টা ও কল্যাণাকাঙ্ক্ষা করে আর  
তাহার যশোकीर्তন লোক পুণ্যসাধ্য ব্যাক্ত হইয়া ভূমণ্ডলস্থ  
চতুস্পার্শ্বে বিস্তীর্ণ হয় পরন্তু ঘোর তিমিরাচ্ছন্ন ঘণাবৃত নিশিতে  
যেমন তড়িত প্রভা শোভা পায় সেই মত সুকৃতি করিলে  
মানবগণ শোভা পায় যে ব্যক্তি সদা সৎকৰ্ম্ম করেন তিনি  
সৰ্ব্ব জনগণ সন্নিধানে আদরনীয় হওত গুণিগণ গণনায় গণ্য  
হইয়া কাল যাপন করেন ও ঈশ্বর পুণ্য কার্য্য যে মনুষ্য  
জাতির হিত করা তাহা তিনি সম্বাদন করাতে গুণগুাহি  
দৃষ্টিকর্তার পুণ্য পাত্র হয়েন ।

এতদ্বিষয়ের অনেকানেক উপমা শাস্ত্রত লোকত প্রতীথ  
আছে অসম্ভব ও আর আর দেশস্থ ইতিহাস প্রতী দৃকপাত  
করিলেই শত শত উদাহরণ দৃষ্টিগোচর হয় ইংলণ্ড দ্বীপস্থ  
মহাপুরুষ জন হাউয়ার্ড স্বাভিষ্ট যে পরোপকার তাহা প্রাণপণ  
পর্য্যন্ত করিয়া সাধন করিয়াছিলেন ও ভারতবর্ষস্থ মহারাজা-  
ধিরাজ দোর্দণ্ড প্রতাপান্বিত কর্ণসেন মহাশয় দীন দরিদ্র অনাথ  
পুতৃতিকে সৰ্ব্বশ্ব বিতরণ করিয়া দান ব্রতোজ্জাপন করিয়াছিলেন  
ও কতিপয় বৎসর গত হইল মহা বিদ্যানুরাগি ডেভিড্ হেয়ার  
মহামহোপাধ্যায় অসম্ভবশীল জনগণের চিত্তক্ষেত্রে বিদ্যা



কল্পনাভার বীজের অঙ্কুরোদয় করাইবার কারণ যে বিবিধ পুণ্য করিয়াছিলেন তাহা অদ্যাপি সকলের হৃদয়ে জাগ্রদ আছে এই সকল মহাশয়েরা সকলেই অগুপচাং লোকান্তর গমন করিয়াছেন কিন্তু তাঁহাদিগের স্মৃতি জন্য যশ দ্বারা তাঁহারা জীবৎমান আছেন এবং তাঁহাদিগের নাম সকলের পুণ্যকরীয় হইয়াছে অতএব হে মনুষ্যগণ তোমরা যদি অকৃত্রিম সন্তোগের পুণ্যনা কর তবে সৰ্বদা যত্নশীল হইয়া সৎকর্ম সম্বাদন কর যে ইহলোকে জন সমাজে মান্য হইয়া পরমসুখে দেহ যাত্রা নির্বাহ করিয়া পরলোকে অনির্বচনীয় সুখ লাভ করিতে পার।

শ্রীযদুনাথ দাস ঘোষ ।

হুগলির বিদ্যালয় ।

১ শ্রেণী ।

JUDONATH GHOSE, *First Class,*  
*Hooghly College.*

## Appendix B.

### SANSCRIT COLLEGE.

#### SCHOLARSHIP QUESTIONS.

SENIOR SCHOLARSHIP, 1850.

##### Literature.

##### Morning Paper.

तस्मिन् काले नयनसलिलं योषितां खण्डितानां  
शान्तिं नेयं प्रणयिभिरतो वर्त्म भानोस्त्यजाशु ।  
प्रालेयास्त्रं कमलवदनात् सोऽपि हर्तुं नलिन्याः  
प्रत्यावृत्तस्त्वयि कररुधि स्यादनल्पाभ्यसूयः ॥

- १ । नयनसलिलं योषितां खण्डितानां शान्तिं नेयं प्रणयिभि-  
रित्यस्य कोऽर्थः ।
- २ । खण्डितानां किं लक्षणम् ।
- ३ । त्वयि कररुधि स्यादनल्पाभ्यसूयइत्यस्यार्थः कइति ।

तत्र स्कन्दं नियतवसतिं पुष्पमेघोक्ततात्मा  
पुष्पासारैः स्रपयतु भवान् व्योमगङ्गाजलार्द्रैः ।  
रक्षाहेतोर्नवशशिभृता वासवीनां चमूना  
मत्यादित्यं हुतवहमुखे सम्भृतं तद्धि तेजः ॥

- १ । रक्षाहेतोर्नवशशिभृतेत्यादिकस्योत्तरार्द्धस्य व्याख्यां लिख ।
- २ । कां पौराणिकीं कथामुपजोष्य कविरिदमुपनिबद्धवानिति ।

आराध्यैनं शरवणभवं देवमुल्लङ्घिताध्वा  
सिद्धद्वन्द्वैर्जलकणभयादीणिभिर्मुक्तमार्गः ।  
व्यालम्बेयाः सुरभितनयालम्भजां मानयिष्यन्  
स्रोतामूर्त्या भुवि परिणतां रन्तिदेवस्य कीर्त्तिम् ॥

अस्य व्याख्या लेखनीयेति ।



ब्रह्मावर्त्तं जनपदमथ च्छायया गाहमानः  
 क्षेत्रं क्षत्रप्रधनपिशुनं कौरवं तद्भजेथाः ।  
 राजन्यानां श्रितशरश्रुतैर्यत्र गाण्डीवधन्वा  
 धारापातैस्त्वमिव कमलान्यभ्यवर्षन्मुखानि ॥

- १ । काटसौ ब्रह्मावर्त्ताभिधानो जनपदः ।
- २ । क्षेत्रं क्षत्रप्रधनपिशुनं कौरवं तद्भजेथा इत्यस्य कोट्यर्थः ।
- ३ । कोटसौ गाण्डीवधन्वा किमर्थं वा तेन श्रितैः शरै राज-  
 न्यानां मुखान्यभिवृष्टानीति ।

हित्वा ह्यालामभिमतरसां रेवतीलोचनाङ्गाम्  
 बन्धुप्रोत्था समरविमुखो लाङ्गली याः सिधेवे ।  
 कृत्वा तासामभिगममपां सौम्य सारस्वतीनाम्  
 अन्तः शुद्धस्त्वमपि भविता वर्णमात्रेण कृष्णः ॥

अस्य व्याख्या लेखनीयेति ।

सखे पुण्डरीक नैतदनुरूपं भवतः । क्षुद्रजनक्षुस्मर्य मार्गः ।  
 धैर्य्यधनाहि साधवः । किं यः कश्चित् प्राकृतइव विल्लावोभवन्तमा-  
 त्मानं न रूणत्सि । कुतस्तवापूर्वोऽयमद्येन्द्रियोपप्लवः येनास्येवं कृतः ।  
 क्व ते तद्भैर्य्यं क्वासाविन्द्रियजयः क्व तद्वशित्वं चेतसः क्व सा प्रशान्तिः  
 क्व तत् कुलक्रमागतं ब्रह्मचर्य्यं क्व सा सर्व्वविषयनिरुत्सुकता क्व ते  
 गुरूपदेशाः क्व तानि श्रुतानि क्व ता वैराग्यबुद्धयः क्व तदुपभोगवि-  
 द्वेषित्वं क्व सा सुखपराङ्मुखता क्वासौ तपस्यभिनिवेशः क्व सा संयमिता  
 क्व सा भोगानामुपर्य्यरुचिः क्व तद्यौवनानुशासनम् । सर्व्वथा  
 निष्फला प्रज्ञा निर्गुणोधर्मशास्त्राभ्यासः निरर्थकः संस्कारः निरुप-  
 कारकोगुरूपदेशविवेकः निष्प्रयोजना प्रबुद्धता निष्कारणं ज्ञानं  
 यदत्र भवादृशा अपि रागाभिषङ्गैः कलुषीक्रियन्ते प्रमादैश्चाभि-  
 भूयन्ते । कथं करतलाद्गुलितामपहृतामक्षमालामपि न लक्षयसि  
 अहो विगतचेतनत्वम् । अपहृता नामेयम् इदमपि तावदपक्रियमा-  
 णमनया अनार्थ्या निवार्थ्यतां हृदयमिति ॥

- १ । अपि जानासि कोऽयं पुण्डरीकः कस्य सूनुः केन किमा-  
ख्येन चायमेवमुपदिश्यते ।
- २ । अथ केयं किमभिधाना च या करतलाद्गलितामक्षमा-  
लामपजहार यया जानार्थ्यापक्रियमाणं हृदयं नि-  
वार्थम् ।

*Afternoon Paper.*

इति परिसमापिताहारां निर्व्वर्त्तितसन्ध्याचिताचारां शिला-  
तले विस्वम्भमुपविष्टां निभृतमुपसृत्य नातिदूरे समुपविश्य मुहूर्त्तमिव  
स्थित्वा चन्द्रापीडः सविनयमवादीत् भगवति त्वत्प्रसादप्राप्तिप्रोत्सा-  
हितेन कुतूहलेनाकुलीक्रियमाणो मानुषतासुलभोलघिमा बलादनि-  
च्छन्तमपि मां प्रश्नकर्मणि नियोजयति । जनयति हि प्रभुप्रसाद-  
लवोऽपि प्रागल्भ्यमधीरप्रकृतेः । स्वल्पाप्येकदेशावस्थानकालकला परि-  
चयमुत्पादयति । अणुरप्युपचारपरिग्रहः प्रणयमारोपयति । तद्यदि  
नातिखेदकरमिव ततः कथनेनात्मानमनुग्राह्यमिच्छामि ।

- १ । भगवतीत्यादि नियोजयतीत्यन्तस्य भागस्य व्याख्या लेख-  
नीया ।

- २ । अणुरप्युपचारपरिग्रहः प्रणयमारोपयतीत्यस्य कोऽर्थः ।

ताञ्च प्ररुदितां दृष्ट्वा चन्द्रापीडस्तत्क्षणमचिन्तयत् अहो  
दुर्निवारता व्यसनोपनिपातानां यदीदृशीमप्याकृतिमनभिभवनीया-  
मात्मीयां कुर्व्वन्ति सर्वथा न न कञ्चन स्पृशन्ति शरीरधर्माणमुप-  
तापाः । बलवती हि द्वन्द्वानां प्रवृत्तिः । इदमधिकतरमुपजनित-  
मतिमहन्मनसि मे कौतुकमस्यावास्पसलिलपातेन नह्यल्पीयसा शोक-  
कारणेन क्षेत्रीक्रियन्ते एवंविधामूर्त्तयः । नहि क्षद्रनिर्घातपाता-  
भिहता चलति वसुधा । इति संवर्द्धितकुतूहलञ्च शोकस्मरणहेतुता-  
मुपगतमपराधिनमिवात्मानमवगच्छन्नुत्थाय प्रखवणादञ्जलिना मुख-  
प्रक्षालनोदकमुपनिन्ये ।



- १ । अहो दुर्निवारता व्यसनोपनिपातानां यदीदृशीमप्या-  
कृतिमनभिभवनीयामात्मीयां कुर्वन्तीत्यस्य कोट्यर्थः ।
- २ । सर्व्वथा न न कच्चन स्पृशन्ति शरीरधर्माणमुपतापा  
इत्यस्य व्याख्या लेख्या ।
- ३ । बलवती हि द्वन्द्वानां प्रवृत्तिरित्यस्य कोट्यर्थः ।
- ४ । नहि क्षुद्रनिर्घातपाताभिहता चलति वसुधेत्यस्यार्थः कः ।

जयमत्र भवान् नूनमरातिष्वभिलाषुकः ।  
 क्रोधलक्ष्म क्षमावन्तः कायुधं क्व तपोधनाः ॥  
 यः करोति बधोदर्का निःश्रेयसकरीः क्रियाः ।  
 ग्लानिदोषच्छिदः स्वच्छाः स मूढः पङ्कयत्यपः ।  
 मूलं दोषस्य हिंसादेरर्थकामौ स्म मा पुषः ।  
 तौ हि तत्त्वावबोधस्य दुरुच्छेदावुपप्लवौ ॥  
 अभिद्रोहेण भूतानामर्ज्जयन् गत्वरीः श्रियः ।  
 उदन्वानिव सिन्धूनामापदामेति पात्रताम् ॥  
 या गम्याः सत् सहायानां यासु खेदोभयं यतः ।  
 तासां किं यन्न दुःखाय विपदामिव सम्प्रदाम् ॥  
 दुरासदानरीनुग्रान् धृतेर्विश्वासजन्मनः ।  
 भोगान् भोगानिवाहेयानध्यास्यापन्न दुर्लभा ॥

- १ । कुतः समुद्धृताश्मे श्लोकाः
- २ । कस्य कं प्रत्युक्तिरियम् ।
- ३ । एषां श्लोकानां व्याख्या लेखनीया ।

### Rhetoric.

#### Morning Paper.

- १ । प्रकाशमते दर्पणमते च काव्यस्य किं स्वरूपं कानि फलानि  
कति भेदाश्च । अथ दर्पणकारेण प्रकाशकाराभिमतश्चि-  
त्राख्यः काव्यभेदः कथं नाङ्गीकृतः । किञ्च

शक्तिर्निपुणता लोकशास्त्रकाव्याद्यवेक्षणात् ।  
काव्यज्ञप्तिक्षयाभ्यास इति हेतुस्तदुद्भवे ॥

अस्य कोट्यर्थ इति ।

- २ नाभिधा समयाभावात् हेत्वभावान्न लक्षणा ।  
लक्ष्यं न मुख्यं नाप्यत्र बाधा योगः फलेन नो ॥  
न प्रयोजनमेतस्मिन्नत्र शब्दः स्वलङ्घतिः ।  
एव मप्यनवस्था स्याद्या मूलक्षतिकारिणी ॥ काव्यप्रकाशः ॥

अस्य कोट्यर्थ इति ।

- ३ अविवक्षितवाचध्वनिभेदयोरर्थान्तरसंक्रमितवाच्यात्यन्ततिर-  
स्कृतवाचयोरेकैकमुदाहरणं प्रदर्श्य परस्परं भेदं साधय । किञ्च  
क्वचिद्वाध्यतया ख्यातिः क्वचित् ख्यातस्य बाधनम् ।  
पूर्वत्र लक्षणैव स्यादुत्तरत्राभिधैव तु ॥

अस्याः कारिकायाः कोट्यर्थ इति ।

- ४ । सञ्चारिणः के कति किं वा तेषां भावसंज्ञाप्रयोजकम् । किञ्च  
सञ्चारिभेदस्य निर्व्वेदस्यामङ्गलप्रायतया प्रथममनुपादेयत्वे-  
ऽप्युपादानमनौचित्यप्रवृत्तमिव प्रतिभाति अत्र प्रकाशका-  
राणां किं समाधानम् । अथ दर्पणकारेण किंलक्षणकस्य  
कस्य सञ्चारिभेदस्य उदाहरणप्रदर्शनाय  
अत्र तत्र पाण्डुतनयेन सदसि विहितं मधुद्विषः ।  
मानमसह्यत न चेदिपतिः परवृद्धिमत्सरि मनोहि मानिनाम् ॥

श्लोकोऽयमुद्धृत इति ।

### Afternoon Paper.

- १ । श्रुतान्वयादनाकाङ्क्षं न वाक्यं ह्यन्यदिच्छति ।  
पदार्थान्वयवैधुर्यात्तदाक्षिप्तेन सङ्गतिः ॥  
कस्यार्थस्य समर्थनाय कस्मात् प्रबन्धादर्पणकारः कारिकाभि-  
मामुद्धृतवानिति ।



- २ । अनुभावः किंस्वरूपः स च कः तद्भेदाश्च सात्त्विकाभावाः के कति । किञ्च सत्त्वमात्रोद्भवत्वात्ते भिन्ना अप्यनुभावत इत्यस्य कोऽर्थ इति ।
- ३ । यद्यप्यर्थक्रियाकारितया प्रवृत्तिनिवृत्तियोग्या व्यक्तिरेव तथाप्यानन्त्याद्यभिचाराच्च तत्र सङ्केतः कर्तुं न युज्यत इति गौः शुक्लश्चलोऽडित्य इत्यादीनां विषयविभागोऽपि न प्राप्नोतीति च तदुपाधावेव सङ्केत इत्यस्य डिथ्यादिशब्दानामन्त्यबुद्धिनिर्ग्राह्यं संहृतक्रमं स्वरूपं वक्ता यदृच्छया डिथ्यादिष्वर्थेषूपधाधित्वेन सन्निवेश्यत इति सोऽयं संज्ञारूपो यदृच्छात्मक इत्यस्य तद्वानपोहो वा शब्दार्थ इति कैश्चिदुक्तमित्यस्य च व्याख्या लेखनीयेति ।
- ४ । प्रकाशमते दर्पणमते च किंस्वरूपोरसः कथञ्च तस्याभासत्वं तस्य च कति भेदास्ते च के केन च कस्य विरोधित्वम् । किञ्च दर्पणकारः किमर्थं

कदा वाराणस्यामिह सुरधुनीरोधसि वसन्  
वसानः कौपीने शिरसि निदधानोऽञ्जलिपुटम् ।

अये गौरीनाथ त्रिपुरहर शुम्भो त्रिनयन  
प्रसीदेति क्रोशन्निमिषमिव नेष्यामि दिवसान् ॥

श्लोकमिममुद्धृतवानिति ॥

### Logic.

#### Morning Paper.

- १ । पारिमाण्डल्यभिन्नानां कारणत्वमिति नैयायिकाः । तत्र पारिमाण्डल्यशब्देन किमुच्यते तस्य च कारणत्वाङ्गीकारे का विप्रतिपत्तिः । किञ्च कारणत्वं किं तच्च कतिभेदं के च ते भेदाः किंस्वरूपाश्चेति ।

२।

आकाशशरीरिणाम् ।

अथाप्यवृत्तिः क्षणिको विशेषगुणइव्यते ।

भाषापरिच्छेदः ।

अस्य मुक्तावलीसम्मतता व्याख्या लेखनीयेति ।

३।

परमाणावेव पाकइति वैशेषिकाः नैयायिकास्तु ह्यणुकादाव-  
वयविन्यपि पाकमभिमन्यन्ते । अत्रपृच्छा को वैशेषिकाणां  
कोवा नैयायिकानामाशयइति ।

४।

प्रत्यक्षमनुमानमुपमानमागमोऽर्थापत्तिरनुपलम्भश्चेति षट् प्रमा-  
णानीति परिभाषाकारमतम् । मुक्तावलीकारास्तु अर्थाप-  
त्त्यनुपलम्भयोः प्रमाणान्तरत्वं नाङ्गीकुर्वन्ति । अत्रेयं पृच्छा  
परिभाषाकारैः किमर्थं तावङ्गीक्रियेते मुक्तावलीकाराणाञ्च  
तदनङ्गीकारे कोहेतुरिति ।

### Afternoon Paper.

१।

प्रलयः किंस्वरूपः तस्य कति भेदाः ते च के किंस्वरूपाश्च ।  
किञ्च प्रलयस्य कीदृशः क्रमः प्रदर्शितः परिभाषाकारेणेति ।

२।

परिभाषामते प्रत्यक्षप्रमाणं किंलक्षणकं कतिविधञ्च । किञ्च  
परिभाषाकारः कस्यार्थस्य समर्थनाय

संसर्गासङ्गिसम्यग्धीहेतुता या गिरामियम् ।

उक्ताखण्डार्थता यदा तत्प्रातिपदिकार्थता ॥

कारिकामिमां समुद्धृतवान् कश्चास्या अर्थ इति ।

३।

वल्मीकाग्रात् प्रभवति धनुःखण्डमाखण्डलस्येत्यत्र वृक्षं खगस्य-  
जतीत्यत्र च कीदृशोबोधः । किञ्च वल्मीकाग्रे आविर्भवति  
इत्यत्र कथं न पञ्चमी । अथ खगं त्यजति खगइति प्रयोगः  
साधुरसाधुर्वा साधुश्चेत् कीदृशं बोधमनुबध्नीयात् असाधुश्चेत्  
कथमिति ।



- ४ । संख्याशब्दयुतं नाम तदलक्ष्यार्थबोधकम् ।  
 अभेदेनैव यत् स्वार्थं स द्विगुस्त्रिविधोमतः ॥  
 कारिकाभिमां व्याख्याय द्विगुभेदानां समाहारोत्तरपद तद्वि-  
 तार्थानां स्वरूपं निर्दिष्टं तेषामेकैकमुदाहरणञ्च प्रदर्शयेति ।

### Law.

#### Morning Paper.

- १ । कश्चिदज्ञानेनोपेक्षया वा निक्षेपं नाशयन् स्वामिना स्वद्रव्य-  
 मुपयाचितो न किञ्चिद्वदति न चापि प्रत्यर्पयति मूल्यदारेण ।  
 अथात्र विज्ञापितेन राज्ञा कीदृशो न्यायः प्रवर्तयितव्य इति ।  
 २ । बलादासीकृतश्चौरैर्विक्रीतश्चापि मुच्यते ।  
 स्वामिप्राणप्रदो भक्त्यागातन्निष्कयादपि ॥ याज्ञवल्क्यः ॥  
 अस्य विज्ञानेश्वरानुमता व्याख्या लेखनीयेति ।  
 ३ । इयता वेतनेनैतत् कर्म करिष्यामीत्यङ्गीकृत्य भृत्यो निकाम-  
 मालस्यपरवशतया प्रारब्धं कर्मात्पावशेषमेव न परिसमापया-  
 म्बभूव वेतनार्थञ्च नियतमभ्यर्थयन्नकृतकृत्यो राज्ञि विनिवेद-  
 याञ्चक्रे । अथात्र कीदृशो वेतनव्यवस्थेति ।  
 ४ । कश्चिद्वणिक् समधिकलाभप्रत्याशया बज्रमूल्यं पण्यजातमु-  
 पादाय वाणिज्यार्थं देशान्तरमसेवत । अथ विधिवशाद्वि-  
 देशएवोपरतस्य तस्य दायादादयो न दृश्यन्ते केवलमेकएव  
 स ब्रह्मचारी विद्यते । अधुना नराधिनाथेन तदीयधनस्य  
 किंविधं विनियोगमनुमोदमानेन धर्मशास्त्रमनुसृतं स्यादिति ।

#### Afternoon Paper.

- १ । वेदोऽखिलो धर्ममूलं स्मृतिशीले च तद्विदाम् ।  
 आचारश्चैव साधूनामात्मनस्तुष्टिरेव च ॥ मनुः ॥

इह आचारश्चैव साधूनामित्यनेन सदाचारो धर्मे प्रमाणमित्युक्तम् । अत्र पृच्छा कीदृशः कुत्रत्योवा आचारः सदाचारत्वेनानुमोदितो मनुनेति ।

- २ । पञ्च महायज्ञाः के किंस्वरूपाश्च किमर्थं वा मनुना गृहस्थानां प्रत्यहमनुष्ठेयतया तत्स्मरणम् । तदननुष्ठाने च दोषः स्मर्यते न वा स्मर्यते चेत् कीदृशइति ।
- ३ । अतिथेः किं लक्षणं कक्षातिथिपदस्य योगार्थः । गृहस्थानामतिथिप्रत्याख्यानं आतिथ्यलोभेन ग्रामान्तराणि गत्वा परान्नसेवने च दोषश्च्युतिरस्ति नवा अस्ति चेत् कीदृशी । किञ्च नैकग्रामीणमतिथिं विप्रं साङ्गतिकन्तथा । उपस्थितं गृहे विद्याद्भार्या यत्राग्नयोऽपि वा इत्यस्य कोऽर्थइति ।
- ४ । पाषण्डिनोविकर्मस्थान् वैडालव्रतिकान् शूठान् ।  
हैतुकान् वकवृत्तींश्च वाङ्मात्रेणापि नार्चयेत् ॥ मनुः ॥  
अत्र के पाषण्डिनः के वा हैतुकाः । किञ्च वैडालव्रतिकानां वकवृत्तीनाञ्च कः परिज्ञानोपायः प्रदर्शितइति ।

### Essay.

मातापितरौ पुत्रकन्यानां किंविधानुपकारान् कुर्वते इति संस्कृतेत्या वर्णय ।

### Poetical Essay.

फलानि विद्याभ्यासस्य श्लोकैर्वर्णय संस्कृतैः ।

### Bengali Essay.

मत्तप्रायवत्ता ও অমত্যান্বিততার গুণ দোষ বর্ণন কর ।



## JUNIOR SCHOLARSHIPS, 1850.

## Poetry.

## Morning Paper.

अथाजिनाषाढधरः प्रगल्भवाक् ज्वलन्निव ब्रह्ममयेन तेजसा ।  
 विवेश कश्चिज्जटिलस्तपोधनं शरीरबद्धः प्रमथाश्रमो यथा ॥  
 तमातिथेयी बज्रमानपूर्वया सपर्यया प्रत्युदियाय पार्वती ।  
 भवन्ति साम्येऽपि निविष्टचेतसां वपुर्विशेषेष्वधिगौरवाः क्रियाः ॥  
 विधिप्रयुक्तां परिगृह्य सत्क्रियां परिश्रमं नाम विनीय च क्षणम् ।  
 उमां स पश्यन् ऋजुनैव चक्षुषा प्रचक्रमे वक्तुमनुजिह्वितक्रमः ॥  
 अपि क्रियार्थं सुलभं समित् कुशं जलान्यपि स्नानविधिक्षमाणि ते ।  
 अपि स्वशक्त्या तपसि प्रवर्त्तसे शरीरमाद्यं खलु धर्मसाधनम् ॥  
 अनेन धर्मःसविशेषमद्य मे त्रिवर्गसारः प्रतिभाति भाविनि ।  
 त्वया मनोनिर्विषयार्थकामया यदेकएव प्रतिगृह्य सेव्यते ॥

एतेषां श्लोकानां व्याख्या लिख्यतामिति ॥

## Afternoon Paper.

१ । अथोत्तरेद्युरागत्य दृप्ततरः सुभगमानी सुन्दरम्मन्यः पितुर-  
 त्ययादचिराधिष्ठिताधिकारस्तारुण्यमदादनतिपक्वः कान्तको  
 नाम नागरिकः किञ्चिदिव भर्त्सयित्वा मामभ्यधत्त नचेद्धन-  
 मित्रस्याजिनरत्नं प्रयच्छसि नचेद्वा नागरिकेभ्यश्चौरितकानि  
 प्रत्यर्पयसि द्रक्ष्यसि पार मष्टादशानां कारणानामन्ते च  
 मृत्युमुखमिति ।

१ । पितुरत्ययादचिराधिष्ठिताधिकारइत्यस्य कोऽर्थः  
 इति ।

२ । नचेद्धनमित्रस्याजिनरत्नं प्रयच्छसीत्यत्राजिनरत्न-  
 शब्देन किमभिधीयतइति ।

३। द्रक्ष्यसि पारमष्टादशानां कारणानामित्यस्य कोऽर्थः  
इति ।

२। मम तातस्य राज्ञा प्रह्वारवर्मणा सह महती प्रीतिरासीत् ।  
मातुश्च मे मानवत्याः प्रियवयस्या देवी प्रियंवदासीत् । ताभ्यां  
पुनरजाताप्रत्याभ्यामेव कृतः समयोऽभूत् आवयोः पुत्रवत्याः  
पुत्राय दुहितृमत्या दुहिता देयेति ।

१। कृतः समयोऽभूदित्यत्र समयशब्देन किमुच्यतइति ।

२। आवयोः पुत्रवत्याः पुत्राय दुहितृमत्या दुहिता  
देयेत्यस्य कोऽर्थःइति ।

३। असीत् कुसुमपुरे राज्ञोरिपुञ्जयस्य मन्त्रीधर्मपालोनाम विश्रु-  
तश्रीः श्रुतर्षिः । अमुष्य पुत्रः सुमित्रोनाम पित्रैव समः  
प्रज्ञागुणेषु । तस्यास्मि दैमातुरः कनीयान् भ्राताहम् । वेशेषु  
विलसन्तं मामसौ विनयरुचिरवारयदिति ।

१। श्रुतर्षिरित्यस्य कोऽर्थःइति ।

२। इह दैमातुरशब्देन कीदृशोऽर्थः प्रतिपाद्यते इति ।

३। वेशेषु विलसन्तं मामसौ विनयरुचिरवारयदि-  
त्यस्य कोऽर्थःइति ।

४। अस्ति त्रिगर्त्तानाम जनपदः तत्रासन् गृहपतयस्त्रयः स्फोत-  
सारधनाः सोदर्या धनकधान्यकधन्यकाख्याः । तेषु जीवत्सु न  
ववर्ष वर्षाणि द्वादश दशशताक्षः क्षीणसारं शस्यम् ओषधो-  
बन्धाः न फलवन्तो वनस्पतयः स्त्रीवामेघाः क्षीणस्नेतसः  
स्रवन्त्यः पङ्कशेषाणि पल्लवानि निर्निस्त्यन्दान्युत्समण्डलानि  
विरलीभूतं कन्दमूलफलम् अवहीनाः कथाः गलिताः कल्या-  
णोत्सवक्रियाः बज्जलीभूतानि तस्करकुलानि अनोन्यमभक्षयन्  
प्रजाः पर्यलुठन्नितस्ततोवलाकापाण्डुराणि नरशिरःकपालानि  
पर्यहिण्डन्त शुष्काः काकमण्डल्यः शून्योभूतानि नगरग्राम-  
खर्वटपुटभेदनादीनीति ।

१। न ववर्ष वर्षाणि द्वादश दशशताक्षइत्यस्य कोऽर्थः  
इति ।



- २ । ओषधोबन्धाइत्यस्य कोऽर्थइति ।  
 ३ । निर्निस्त्यन्दान्यत्समखडलानीत्यस्य कोऽर्थइति ।  
 ४ । खर्व्वटपुटभेदनशब्दैः किंवाचकाविति ।

### Grammar.

#### Morning Paper.

- १ । फलव्यापारयोरेकनिष्ठतायामकर्मकः ।  
 धातुस्तयोर्धर्मिभेदे सकर्मक उदाहृतः ॥  
 अस्य व्याख्या लिख्यतामिति ।
- २ । परलिङ्गं स्वप्रधाने द्वन्द्वे तत्पुरुषेऽपि तत् ।  
 अर्थान्ताः प्राद्यलंप्राप्तापन्नपूर्वाःपरोपगाः ॥  
 उदाहरणप्रदर्शनपूर्वकमस्य व्याख्या लेखनीयेति ।
- ३ । दाडिम कर्व्वट द्रविण लवण रोमन्थ सीमन्तानां शब्दानां  
 मध्ये कः किंलिङ्गकइति सप्रमाणं लेख्यमिति ।
- ४ । निर्व्वर्त्यविकार्य्यप्राप्याख्यानां कर्मभेदानां स्वरूपोदाहरण  
 निर्द्देशपूर्वकं भेदं साधय । यच्च निर्व्वर्त्यविकार्य्ययोः कर्म-  
 वद्भावः स्वीक्रियते नतु प्राप्ये तत्र कोहेतुः । कर्मवद्भाव शब्दस्य  
 कोऽर्थः । किञ्च एतत्तितयव्यतिरिक्ताः कर्मभेदाः सन्ति नवा  
 सन्ति चेत् स्वरूपतोनामतश्च तान् निर्द्दिशेति ।

#### Afternoon Paper.

- १ । यौवने सञ्चयन् वित्तं न क्षिप्येद्वार्द्धके नरः ॥  
 २ । को न प्रणष्टो लोकेऽस्मिन् दुर्नीतिमनुवर्त्तयन् ॥  
 ३ । अमित्रो वापि मित्रोवा येन स्यात् स्थिरवाङ्मनः ।  
 न तस्मै विश्वसेत् प्राज्ञो विश्वासे निश्चितं विपत् ॥

- ৪। ত্রিলোকব্যাপিনী কীর্তিঃ কুরুরাজো মহাত্মনঃ ॥  
 ৫। বিক্রীণাতি পরদ্রব্যং যোনরশ্চৈরন্বয় সঃ ॥  
 ৬। সর্বানর্থকরং ক্রোধং বিনয়েত্ সর্বযত্নতঃ ॥  
 ৭। ময়ূরাস্চৈব ভেকাস্চ বর্ষায়াং হর্ষমাশ্রয়ঃ ॥  
 ৮। শুশ্রূষতী পতিং নারী স্বর্গলোকে মহীয়তে ॥  
 ৯। দ্বিমূর্দ্ধানস্ত্রিমূর্দ্ধানোরাচ্চসাবহবঃ স্থিতাঃ ॥  
 ১০। ত্বামীশ্বরায় মন্যেচ্ছং গুরো পরমপূজিত ॥  
 এষ স্লোকেষু অশুদ্ধয়ঃ সন্তি নবা সন্তি চেত্ কাস্তাঃ প্রদর্শ্যেতি ।

### Arithmetic.

#### Morning Paper.

- ১। দানে প্রবৃত্ত কোন বদান্য ব্যক্তি প্রথম দিনে পঞ্চবিংশতি মুদ্রা দান করিয়া প্রত্যহ পঞ্চমুদ্রা বৃদ্ধি করত অর্থিদিগকে দিতে আরম্ভ করিলে কত দিনে তাঁহার ৫১৭৫ মুদ্রা দান করা হইবেক ।
- ২। ১৪ চতুর্দশ মুদ্রা মূল্যের সুবর্ণ ৬ ছয় ভরি, এবং ১৫ পঞ্চদশ মুদ্রা মূল্যের ৪ চারি ভরি, আর যাহার মূল্য জানা নাই এমন সুবর্ণ ৬ ছয় ভরি, এই সকল সুবর্ণ একত্র গলাইয়া মিশ্রিত করাতে ১৫ পঞ্চদশ মূল্যের সুবর্ণ হইল এম্বলে জিজ্ঞাসা এই অজ্ঞাত মূল্য সুবর্ণের মূল্য কত ।
- ৩। বৎসরে শত প্রতি চারি মুদ্রা বৃদ্ধি এই নিয়মে কোন উত্তমর্ণ কতকগুলি মুদ্রা ঋণব্যবহারে প্রয়োগ করিল । ছয় মাস অতীত হইলে পর দেখিল যে ঋাদকের নিকট মূলে ও বৃদ্ধিতে ২০২১ মুদ্রা প্রাপ্য হইয়াছে এম্বলে উত্তমর্ণের মূল কত এবং তাহার বৃদ্ধিই বা কত ।



- ৪। এক মুদ্রায় শর্করা লইলে পাঁচ সের পাওয়া যায় আর ঘৃত লইলে তদর্দ্ধ অর্থাৎ আড়াই সের। কিন্তু কোন ক্রেতা পণ্যবিক্রয়ের নিকটে গিয়া অর্দ্ধ মুদ্রা দিয়া কহিল ইহা লইয়া তুমি আমাকে এক ভাগ শর্করা ও দুই ভাগ ঘৃত দাও এক্ষণে সে ব্যক্তি ক্রেতাকে ঐ দুই দ্রব্য কত কত পরিমাণে দিবেক এবং তাহার পৃথক্ পৃথক্ মূল্যই বা কত হইবেক।

*Afternoon Paper.*

- ১। কোন রাশি ১০ দশগুণিত হইয়া ২৫ পঞ্চবিংশতি সংখ্যায় যুক্ত অথবা অন্তরিত হইলে ৫ পঞ্চ দ্বারা বিভাগে নিঃশেষ হয়।
- ২। ১২ দ্বাদশ হস্ত দীর্ঘ, ৬ ছয় হস্ত বিম্বৃত ও ৫ পঞ্চহস্ত উচ্চ এমন প্রস্তর চিতিতে এক হস্ত দীর্ঘ ও অর্দ্ধ হস্ত বিম্বৃত এবং অষ্টাঙ্গুল উচ্ছ্রিত প্রস্তর কত থাকিতে পারে।
- ৩। যে বৃত্তের ব্যাসার্দ্ধ ১৫ পঞ্চদশ, তাহাতে পরিধিমান এবং ক্ষেত্র ফল কত? আর সেই বৃত্তের মধ্যে যদি সমসপ্তভুজ ক্ষেত্র করা যায় তবে প্রত্যেক ভুজমান কত হইবেক। এবং সেই বৃত্তের মধ্যে ত্রিহস্তমিত শরে জ্যামান কত হইতে পারে।
- ৪। কোন সমভূমিতে পরস্পর সংলগ্ন দুইটী বেতসলতা ছিল, উহাদের দুয়েরই উচ্চতা ২৫ পঞ্চবিংশতি হস্ত। ঐ দুই বেতসের মধ্যে একটী বায়ুবেগে ভগ্ন হওয়াতে উহার অগ্নুভাগ মূল হইতে দশ হাত অন্তরে সংলগ্ন হইল। এম্বলে জিজ্ঞাস্য এই যে ঐ বেতসের কত হাত

ভাঙ্গিয়া পড়িয়াছিল। আর উহার সেই সমভূমি  
সংলগ্ন অগ্ৰভাগে রজ্জু যোগ করিয়া ঐ রজ্জু অভগ্ন  
বেতসের অগ্ৰে বন্ধন করিতে হইলে কত হাত রজ্জু  
লাগিবেক।

### Translation Bengali into Sanskrit.

#### *Morning Paper.*

এক দিন রাজা হরিশ্চন্দ্র সভা মধ্যে হরিদাসকে জিজ্ঞাসা  
করিলেন হরিদাস তুমি কি বোধ কর কলিযুগের আরম্ভ  
হইয়াছে কি না? তখন সে কৃতাঞ্জলি হইয়া কহিল হাঁ  
মহারাজ! কলিকাল উপস্থিত হইয়াছে এবং তাহার অধিকার  
প্রভাবেই সংসারে মিথ্যা প্রপঞ্চ প্রবল হইয়া উঠিতেছে; সত্যের  
হ্রাস হইতেছে; পৃথিবী অল্প ফল দিতেছেন; লোক মুখে মিষ্ট  
বাক্য ব্যবহার করে কিন্তু অন্তরে সম্পূর্ণ কপটতা; রাজারা  
প্রজার সুখসমৃদ্ধির প্রতি দৃষ্টি না রাখিয়া কেবল কোষপরি-  
পূরণে যত্নবান হইয়াছেন; ব্রাহ্মণেরা সংকল্পের অনুষ্ঠান  
পরিত্যাগ করিয়াছেন এবং লোভী হইয়াছেন; স্ত্রীলোক  
লজ্জা পরিত্যাগ এবং স্বাতন্ত্র্য অবলম্বন করিয়াছে; পুত্র পরম  
গুরু পিতা মাতার শুশ্রূষা ও আজ্ঞা প্রতিপালনে পরাঙ্গুণ  
এবং ভ্রাতা ভ্রাতার প্রতি স্নেহশূন্য দৃষ্ট হইতেছে; মিত্রতানি-  
বন্ধন অকৃত্রিম প্রণয় সম্বলিত ব্যবহার আর দৃষ্টিগোচর হয়  
না; নিত্য নৈমিত্তিক প্রায়শ্চিত্ত উপাসনাদি কর্মে কাহারও  
আস্থা নাই; পামরেরা বিরোধি তর্ক দ্বারা ধর্মমূল সনাতন



বেদশাস্ত্রের বিপ্লাবনে উদ্যত হইয়াছে। মহারাজ ! ইত্যাদি নানা প্রকারে কেবল অধর্মের সঞ্চার নেত্রগোচর হইতেছে। রাজা শুনিয়া সন্তুষ্ট হইয়া হরিদাসকে ধন্যবাদ প্রদান করিলেন।

সংস্কৃতেন লিখ্যতামিতি ॥

*Afternoon Paper.*

অস্তি মন্দরনাম্নি পর্বতে দুর্দান্তোনাং সিংহঃ । সচ সর্বদা  
পশূনাং বধং কুব্জাস্তে । ততঃ সৰ্বৈঃ পশুভির্মিলিত্বা স সিংহো বি-  
জ্ঞাতঃ হে মৃগেন্দ্র কিময়মেকদা পশুঘাতঃ ক্রিয়তে যদি প্রসাদো ভবতি  
তদা বয়মেব ভবদাহ্বারায় প্রত্যহমেকৈকং পশুमुপট্টাক্যামঃ । ততঃ  
সিংহেনোক্তং যদ্যেতদভিমতং ভবতাং তর্হি ভবতু নাম । ততঃ প্রমুতি  
সিংহএকৈকং পশুमुপকল্পিতং ভক্ষয়ন্নাস্তে । অথ কদাচিত্ বৃদ্ধশুশু-  
কস্য বারঃ সমায়াতঃ সোচিন্তয়ত্

ত্রাসহেতোর্বিনীতিস্তু ক্রিয়তে জীবিতাশ্রয়া ।

পঞ্চত্বং চেদুগিষ্যামি কিং সিংহানুনয়েন মে ॥

তন্মন্দং মন্দং গচ্ছামি । ততঃ সিংহোহপি क्षুধাपीড়িতঃ কোপাত্ত-  
মুবাচ কুতস্বং বিলম্ব্য সমায়াতোহসি । শূশুকো ব্রবীত্ দেব নাহম-  
পরাধ্যামি আগচ্ছন্ পথি সিংহান্তরেণ বলাজুতঃ । তস্যাগ্রে  
পুনরাগমনায় শূপথং কৃत्वा স্বামিনে নিবেদয়িতুমত্রাগতোহস্মি ।  
সিংহঃ স কোপমাহ সত্বরং গত্বা দর্শয় ক্ব স দুরাত্মা তিষ্ঠতি । ততঃ  
শূশুকস্তং গৃহীত্বা গভীরকূপং দর্শয়িতুং গতঃ । অত্রাগত্য স্বয়মেব  
পশ্যতু স্বামীত্যুত্বা তত্কূপজলে তস্যৈব সিংহস্য প্রতিবিম্বং দর্শিতবান্ ।  
ততোহসৌ কোধাধ্মাতো দর্পাত্তস্যোপরি আত্মানং নিक्षিপ্য পঞ্চত্বং গতঃ ॥

ভাষয়া লিখ্যতামিতি ।

# Appendix C.

## CALCUTTA MÛDRISSA.

### SCHOLARSHIP QUESTIONS.

#### SENIOR SCHOLARSHIPS.

##### Logic.

###### منطق

- ١ ما الفرق بين موضوع الطبيعية وموضوع المهيئة القدمائية عند المنطقيين
- ٢ هل يكون تقابل بين الوحدة و الكثرة و هل تكون معاندة بالذات بين الخمسة والاثنين و بين اللفظ المركب و المفرد ام لا  
يكتب جواب هذا السؤال بالعربية

##### Geometry.

###### هندسة

- ١ نريد ان نخرج من نقطة الى دائرة خطا يماسها  
ايضاً
- السطوح المتوازية الاضلاع و المثلثات اذا كانت متساوية الارتفاعات فنسبة البعض الى البعض نسبة القواعد

##### Law.

###### فقه

- رجل قال ان تزوجت امرأة فهي طالق فاكرة على ان يزوج امرأة بمهر مثلها فنكحها هل يجوز نكاحها ام لا و يقع الطاق ام لا و عليه كل المهر ام نصفه و هل يرجع بذلك على المكرة ام لا



ايضاً

رجل استاجر ارضاً بيضاء على ان يغرس فيها شجرا او اوطابا يقال ذلك من  
المضاربة فما حكم هذه المسئلة وما الدليل

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### Midayah.

هداية

ولو اوصى بثلاث ثياب فهلك ثلثها و بقي ثلثها وهو يخرج من ثلث ما بقي  
من ماله لم يستحق الا ثلث ما بقي من الثياب قالوا هذا اذا كانت الثياب  
ولو اوصى بثلاث ثلاثة من رقيقه فمات اثنان لم يكن له الا ثلث الباقي وكذا  
الدور المختلفة و من اوصى لرجل بالف درهم و له مال عين و دين فان  
خرج الالف من ثلث العين دفع الى الموصى له  
ترجمه بعبارة فارسي بايد كرد

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### Tareekh Tymooree.

تيموري

ثم ساروا كالسهم الصائب و طاروا كالنجم الثاقب فما اصبحت لهم الصباح  
الا وقد ظهر لهم من السعد فلاح و جازوا كل قائم الاعماق حاوي المخترق  
و قطعوا على انوال المسير مما اسدته مطاياهم من مزهر الزياض الوان  
الشقق فوحدوا بالسير سراهم فساروا نهارهم اجمع حتى غشيهم مساهم و  
حين اخذ منهم اللغوب و كل الراكب و المركوب و سدلت عليهم عنقاء  
الظلام الجناح عدل بهم الى بعض البطاح و حط عنه واستراح و رسم ان  
لا توقد نار ولا يطعم احد في طعم النوم بغرار و لا يشام في جفن طرف سيف  
ولا سيف طرف ثم التهموا ما يسد الرمق فصلوا صلاة الخوف فعبدوا الله  
على حرف و امهلوا ريثما قطعت الدواب العليق ثم امر فحملوا و ركبوا متن  
الطريق

ترجمه بعبارة فارسي مع جميع اعواب و حركات

## Atootunubbee.

متنبي

كانه—ا يولد الذئب معهم  
 اذا تولوا عداوة كشفوا  
 تظن من فقدك اعتدادهم  
 ان يرقوا فالحثوف حاضرة  
 او حلفوا بالغموس واجتهدوا  
 اوركبوا الخيل غير مسرجة  
 او شهدوا الحرب لا قحاً اخذوا  
 تشرق اعراضهم و اوجهم  
 لولاك لم اترك البحية—رة  
 والموج مثل الفحول مزينة  
 و الطير فوق الحباب تحسبها  
 كانه—ا و الرياح تضربها  
 لا صغر عاذرو لا هـ—رم  
 و ان تولوا صنيعه كتموا  
 انهم انعموا و ما علموا  
 او نطقوا فالصواب والحكم  
 فقولهم خاب سائل القسم  
 فان افخاذه—م لها حزم  
 من مهج الدارعين ما احتكموا  
 كانها في نفوسهم شيم  
 و الغور دفي و ماؤها شيم  
 يهدر فيها و ما بها قطم  
 فرسان بلق تخونها اللجم  
 جيشا و غي هازم و منهزم

ترجمه بعبارت فارسي مع جميع اعراب و حركات و تنوين

## Maqamat Hureeree.

مقامات حريري

فقال يا بني ان الارتكاض بابها و النشاط جلبابها و الفطنة مصباحها و القحة  
 سلاحها فكن اجول من قطرب و اسرى من جندب و انشط من ظبي مقمر  
 و اسلط من ذئب متهم و اقدح زند جدك بجدي و اقرع باب رعيك بسعيك  
 و جب كل فج و خض كل لج و انتجع كل روض و الق دلوک الى كل حوض  
 و لا تسأم الطلب و لا تمل الدأب فقد كان مكتوبا على عصا شيخنا ساسان  
 من طلب جلب و من جال نال و اياك والكسل فانه عذوان النحوس و لبوس  
 ذوی البوس و مفتاح المتربة و لقاح المتعبة و شيمه العجزة الجهلة و شنشنة  
 الوکلة التکلة و ما اشتارا العسل من اختارا لكسل و لاملا الراحة من استوطأ  
 الراحة

ترجمه بعبارت اوردو مع جميع حركات و اعراب و تنوين



## Qordoo for an Arabic Translation.

نقل ہندی

نقل ہی کہ ایک دھوبی کسی جھیل کے کنارے کپڑے دھویا کرتا تھا اور ہر روز ایک کلنگ کو دیکھتا کہ اُسکے کنارے بیٹھ کر چھوٹے چھوٹے کپڑوں کو جو وہاں پیدا ہونے لگے پکڑتا اور اُسی پر قناعت کر کے اپنے گھونسلے کو چلا جاتا ایک دن ناگلا تیز پر باشہ نمود ہوا اور ایک بٹیر کو شکار کر کے تھوڑا سا کھایا اور باقی چھوڑ کر چلا گیا کلنگ اپنے دل میں سوچا کہ یہ جانور باوجود اس چھوٹے پن کے بڑے جانوروں کو شکار کرتا ہی اور میں باوصف اس بڑے کے ایک ادنیٰ چیز پر قناعت کرتا ہوں یقیناً یہ میری پست ہمتی ہی تب کیڑے کھانا چھوڑ کے کبوتر اور بٹیر کے شکار کا منتظر رہنے لگا دھوبی دور سے تماشا دیکھا کرتا تھا اتفاقاً ایک کبوتر نظر آیا کلنگ اُڑا اور اُسکے دبوچنے کا ارادہ کیا وہ اُسکے آگے سے اُڑ کر چلا گیا کلنگ جو اُسکے پیچھے لگا تو جھیل کے کنارے گر پڑا اور پاؤں دلدل میں پھنس گئے ہر چند زور مارا کہ وہاں سے نکلے اُسکے پاؤں اور بھی گر گئے اور پر و بال کیچڑ سے لٹھو پتھر ہو گئے

ترجمہ بعبارت عربی مع جمیع حرکات و اعراب و تنوین

### JUNIOR SCHOLARSHIPS.

#### Algebra.

حساب

عددان مبلغہما ۳۰ و ثلث من مسطحہما مع ضمیمۃ ۱۸ یساوی مربع الاقل  
منہما فما ہما

لنجز ۵ فی الجزئین یکون مبلغ مکعبیہما ۱۰۵

#### Grammar.

صرف

کل اسم ثنائی آخرۃ لین فما حکمہ  
و او ان واقعتان فی آخر المفرد بعد و او مضمومۃ

**Syntax.**

نحو

الإضافة على كم اقسام

هل يضاف موصوف الى صفة و تضاف صفة الى موصوفها

**Viqayah.**

وقايه

و ذميا ان كان فيه و ما شد عليه فهو له و صرف اليه بامر قاض و قيل  
بدونه و للملتقط قبض هبته و تسليمه في حرفة لا انكاحه و تصرف ماله و لا  
اجارته في الاصح كتاب اللقطة هي امانة ان اسهد على اخذه ليردها على  
ربها و الاضمن ان جحد المالك اخذه للرد و عرفت في مكان وجدت و في  
المجامع مدة لا تطلب بعدها في الصحيح و كفاية العلماء و القضاة والعمال  
و رزق المقاتلة و زرايعهم و من مات في نصف السنة حرم من العطاء  
ترجمه بعبارة فارسي بايد

**Law.**

فقه

ا اذا هلك مال الشركة او مال احد الشريكين قبل الشراء فما الحكم  
اشترى مفاوض امة باذن شريكه ليطاء فما الحكم

**Nufhutool Yumun—Poetry.**

نفحة اليمن

|                                               |                                               |
|-----------------------------------------------|-----------------------------------------------|
| مُهَذُّ بِالْوَدْعِ عِيَا طِيْدًا فِكْهَا     | غَشْمَشْمَا غَيْرَ هِيَابٍ وَلَا وَكَلْ       |
| صَا فِي الْوَدَادِ لِمَنْ أَصْفَى مَوَدَّتَهُ | حَقًّا وَاحِقْدًا لِلْأَعْدَاءِ مِنْ جَمَلْ   |
| لَا يَطْمَئِنُّ إِلَى مَا فِيهِ مَنْقَصَةٌ    | عَلَيْهِ إِلَّا لِأَمْرٍ مَا عَلَى دَخَلْ     |
| و لَا يَقِيمُ بَارِضٌ طَابَ مَسْكَنُهَا       | حَتَّى يَقْدِرَ أَدِيمُ السَّهْلِ وَالْجَبَلْ |



و لا يصيخ الى داع الى طمع      و لا يذبح يقاع نازح العدا—ل  
 و لا يضيع ساعات الدهور فلن      يعود ما فات من ايامها الاول  
 حلو الفكاهة مر الجد قد مزجت      بشدة الباس منه رقة الغـزل  
 طردت سرح الكرى عن ورد مقلته      و الليل اغرى سوام النوم بالهقل

### Qordoo to be translated into Arabic.

#### نفل ہندی

کوئی بنیان بدّوہی بات بھول کے ایک بن صین جا نکلا اُسے وہاں اور تو  
 کوئی نہ نظر آیا پر ایک جوگی دکھائی دیا اُس نے اُسے دَندوت کر کے پوچھا  
 ناتھ آتے ہو کہاں سے اور جاو گے کہاں جواب دیا بابا ہنگلاج جوالا مُکھی  
 ہردوار کُرجھپتر کر کے تو آتا ہوں اور کاشی ہو گنگا گودوارے کا میلہ کر  
 سیت بندہ رامیشور کو جانگا بندے نے کہا مہاراج ایک بات پوچھوں جو خفا  
 نہو بولا بابا ایک نہیں دو کہا مہاراج ہم گرہستی ہیں دیس دیس پھرین  
 تو کچھ دوش نہیں آپ فقیر ہو بھٹک بھٹک کیوں بھرم گدوائے ہو ایک  
 تھور بیتھہ کر کس لئے اپنے بھگوان کا دھیان نہیں کرتے کہا بابا تو نے یہ  
 کہاوت نہیں سنی

## Appendix D.

### H O O G H L Y M U D R I S S A.

#### SCHOLARSHIP QUESTIONS.

##### SENIOR SCHOLARSHIPS.

###### Logic.

منطق

ما الفرق بين المطابق بالكسر و المطابق بالفتح عند المنطقيين

ايضاً

ما الفرق بين كون الخارج ظرفاً لنفس الاتصاف و كون الخارج ظرفاً لوجود الاتصاف عند المنطقيين

###### Geometry.

هندسة

نريد ان نعمل على خط محدود قطعة دائرة تساوي زاوية فيها زاوية مفروضة مستقيمة الخطين

ايضاً

اطول الاوتار في الدائرة قطرها و الاقرب الى المركز اطول من الابعد

###### Law.

فقه

وصية المكاتب على كم اقسام و اي واحدة منها باطلة و ايها جائزة بالاجماع و ايها مختلف فيها

ايضاً

اذا اشترى ثمرة في النخل ثم استاجر النخل مدة ليدبقها فيها فما حكم هذه المسئلة وما الدليل



**Midayah.**

هداية

ولو اوصى بثلاثة لفلان و للمساكين فنصفه لفلان و نصفه للمساكين عندهما  
وعند محمد رح ثلثه لفلان و ثلثاه للمساكين ولو اوصى للمساكين له صرفه  
الى مسكين و احد عندهما و عنده لا يصرف الا الى مسكينين و من اوصى  
لرجل بمائة درهم و لآخر بمائة ثم قال لآخر قد اشركتك معها فله ثلث  
كل مائة

و من اوصى لآخر بثمرة بستانه ثم مات و فيه ثمرة فله هذه الثمرة و حدها  
و ان قال له ثمرة بستاني ابدًا فله هذه الثمرة و ثمرته فيما يستقبل ما عاش  
و ان اوصى له بغلة بستانه فله الغلة القائمة و غلته فيها يستقبل

**Tareekh Tymooree.**

تاريخ تيموري

وكان في عسكرة من الترك عبدة الاصنام و عباد النار من المجوس الاعجام  
وكهنة و سحرة و ظلمة و كفرية فالمشركون يحملون اصنامهم و الكهان يشجعون  
كلامهم و يأكلون الميتة و الدم المسفوح و لا يفرقون بين مخنوق و مذبوح  
و ناس حزاون و زواجر خراصون ينظرون في الواح الضان و يحكمون بما يرون  
فيها على احوال كل مكان و ما حدث في كل بقعة من الاقاليم السبعة من  
الامان و الخوف و العدل و الحيف و الرخص و الغل و السقم و الشفاء و سائر  
ما يكون فلا يكادون يخطئون و لهم ايام و شهور و اعوام كل عام منسوب الى  
حيوان يحسبون بها ما مضى من السنين فلا ينافي فيها زيادة و لا نقصان  
ترجمه بعبارة فارسي مع جميع اعراب و حركات

**Ushar Mootunubbee.**

متنبي

|                               |                              |
|-------------------------------|------------------------------|
| ولو قال هاتوا درهما لم اجد به | على سائل اعيان الناس درهم    |
| ولو ضرماً قبله ما يسره        | لا ترفيه بأسه و التكرم       |
| يروى بكا لفرصاد في كل غارة    | يتامى من الاعداد تنضي و يوتم |

الى اليوم ما حظ الفداء سروجه  
يشق بلاد الروم والنقـع ابلق  
الى الملك الطاعي فكم من كتيبة  
ومن عاتق نصـراته برزت له  
صفوفا لليت في ليوث حصونهـا  
تغيب المنايا عنهم و هو غائب  
اجدى ما ينفـك عان تفكـه  
ترجمه بعبارت فارسي مع جميع اعراب و حرکات و تنوين

### Maqamat Hureeree.

مقامات حريري

ولا تجعل يدك مغلوطة الى عنقك ولا تبسطها كل البسطة ومتى نباك بلد او  
ناك فيه كمد فبت منه املك واسرح عنه جملک فخير البلاد ما حملک  
ولا تستثقل الرحلة ولا تکرهن النقلة فان اعلام شريعتنا و اشياخ عشيرتنا  
اجمعوا على ان الحركة بركة و الطراء سفـتحة وزروا على من زعم ان الغربة  
كربة و النقلة مثلة وقالوا هي تعلقة من اقتنع بالرزيلة و رضى بالحشف و سوء  
الکیلة و اذا ازمنت الاغتراب و اعددت له العصا و الجراب فتخير الرفيق المسعد  
من قبل ان تصعد فان الجار قبل الدار و الرفيق قبل الطريق  
خذها اليک وصية لم يوصها قبلي احد  
غراء حاوية خلاصات المعاني و الزبد  
ترجمه بعبارت اوردو مع جميع حرکات و اعراب و تنوين

### Qordoo for an Arabic Translation.

نقل هندي

برهي نے کہا مین ایک برے آدمي کي خدمت مین رہتا تھا جب دنیا کي  
بیوفائي معلوم ہوئی اور فریب سے اُس مکار کے وقف ہوا اہل جہان سے کنارہ  
کیا اور جو کچھ عقل کے نزدیک واجب ہی اُس مین مشغول ہوا ایک روز مین  
نے بازار مین دیکھا کہ چڑیمار دو ہڈ ہڈ بیچتا ہی اور وے دونوں زبان حال



سے آپس میں غم دل بیان کرتے ہیں اور خدا کی درگاہ سے اپنی رہائی مانگتے  
 ہیں مجھے اُنکے حال پر رحم آیا اور میں نے چاہا کہ اپنی نجات کے لئے اُنکو  
 مول لون اور چھوڑ دوں شکاری نے اُنکی قیمت دو درم کہی اور میرے  
 پاس بھی دو ہی درم تھے میں فکرمند کھڑا ہوا دل اُن درمون کے خرچ کرنے  
 کی اجازت نہ دیتا تھا اور جی جانوروں کی طرف لگ رہا تھا  
 ترجمہ بعبارت عربی باید مع جمیع اعراب و حرکات و تزیین

### JUNIOR SCHOLARSHIPS.

#### Algebra.

حساب

۱ عددان مسطہما ۳۰ و مبلغ قوتیہما الرابعتین ۱۰۰۸۱ فما ہما

۲ ای عدد اذا زید علیہ ۲۰ و نقص من ثلثی المبلغ ۲۴ یكون الباقي  
 منه ۱۰

#### Grammar.

صرف

۱ المدة اذا كانت واقعة بعد كسرة التصغير فما الحكم

۲ الابدال علی کم وجوه عند الصرفیین و کم جائز و کم لازم

#### Syntax.

نحو

۱ العطف علی عاملین مختلفین جائز عند النحاة ام لا

۲ اذا دخلت الهمزة علی لا التي لنفي الجنس فما حكم هذه المسئلة  
 عند النحاة

**Wiqayah.**

## وقايه

و عزريقذف مملوك او كافر بزنى و مسلم بيا فاسق يا كافر يا خبيث يا سارق  
يا فاجر يا مخنث يا خائن يا لوطي يا زنديق يا لص يا ديوث يا قوطبان يا  
شارب الخمر يا اكل الربوا يا ابن القحبة يا ابن الفاجرة انت تأوى اللصوص  
انت تأوى الزواني يا من يلعب بالصبيان يا حرام زاده لا يبا حمار يا خنزير  
يا كلب يا تيس يا قرد يا حجام يا ابنه و ابوه ليس كذلك يا مواجر يا بغا يا  
ناكس و من حلف على معصية كعدم الكلام مع ابويه حذت و كفرو لا كفارة  
في حلف كافرو ان خذت مسلماً و من حرم ملكه لا يحرم

**Ilaw.**

## فقه

- ١ ولو اختلف اربعة في زاويتي بيت او اقرب زنى وجهلها فما الحكم
- ٢ اذا رجع عن اقرار شرب الخمر او السكر او اقر سكران فما الحكم

**Nufhutool Duman—Poetry.**

## نفحة اليم

|                                |                                   |
|--------------------------------|-----------------------------------|
| من حاش عاش وخير العيش اشرفه    | وشرة عيش اهل الجبن والبخل         |
| عاجمت ايام دهري شدة ورخاً      | و بوت فيها باثقال على ولى         |
| وخضت في كل واد من مسالكها      | بلا فتور و لا عجز و لا فشـل       |
| طوراً مقيماً مقام الصيد في صدف | و تارة في ظهورا لانيق الذلل       |
| بالشرق يوماً و يوماً في مغاربه | والغور يوماً و يوماً في ذرى القلل |
| و تارة عذد املاك غطـارفة       | و تارة انا و الغوغاء في زجل       |
| ملك القناعة لا يخشى عليه ولا   | يحتاج فيه الى الانصار و الخول     |
| ترجوا لبدقاء بدار لا ثبات لها  | فهل سمعت بطل غير منتقل            |

ترجمه بعبارت فارسي مع جميع اعراب و حركات و تنوين بايد كه باشد



### Qordoo to be translated into Arabic.

نقل ہندی

دیداپور شہر میں ایک پارس ناتھ دھوبی تھا قضاکار اُسکے گدھے کے پیٹھے  
 پریونہین ایک زخم سا نمود ہوا کوون نے ایسی ماریں کہ گدھا نپت مجروح  
 ہو گیا یہاں تک کہ کھانا پینا چھت گیا اور نہایت دبا ہو گیا دھوبی نے دیکھا  
 کہ دو تین روز جو اور اُسکی پیٹھے کھلی رہتی ہی تو کوئے اُسے مارا الینگ  
 دھوبن سے کہا کوئی کپڑا ہو تو دے اُسکی گھاؤ کو چھپاؤں وہ بواہی کہ شیر کا  
 چھالا مدت سے ہمارے گھر میں یونہین پڑا ہی کہو تو نکال دوں اُسے اُسکے  
 کمر پر ڈال دو دھوبی نے خوش ہو کر گدھے کے پیٹھے پر گھاؤ کی حفاظت  
 کے لیئے باندھ دیا وہیں اُسکی شکل شیر کی سی دکھائی دینے لگی

ترجمہ بعبارت عربی باید

# Appendix E.

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## MEDICAL COLLEGE.

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### EXAMINATIONS.

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#### QUESTIONS FOR FINAL STUDENTS.

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##### SURGERY.

What is an aneurism? Name the several kinds or varieties of the disease, the situations in which they most frequently occur, the diseases with which they are most liable to be confounded, and the signs by which they may be distinguished from them. Is aneurism susceptible of spontaneous cure? Mention the various artificial methods of cure that have been tried. In a case of aneurism of the *left* axillary artery of considerable size—mention the operation usually had recourse to for its cure, and describe it minutely. State the circumstances most likely to interfere with the success of the operation, and through what channel the blood is chiefly conveyed to the limb after it is completed. Detail the after treatment.

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##### MEDICINE.

What is the pathology or rational theory of inflammation? What are the principal pre-disposing and existing causes of acute inflammation and its terminations? What are its most probable terminations with reference to the particular organs or tissues affected? Enumerate a few of the most powerful antiphlogistic remedies, and the appropriateness of each in the treatment of acute inflammation of particular organs or tissues.

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#### Test Examinations.

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##### CHEMISTRY.

1. Give a detail of the processes for the preparation of phosphorus, the theories of these, the properties of that substance and also the composition, modes of procuring, and properties of its compound with oxygen and hydrogen, together with their tests.

2. Give the processes and theories of them for procuring morphia, the properties of that substance and its salts, together with the tests by which it is detected.



3. What are the properties of pure water, its constituents, the modes in which these constituents are determined by composing it from them, or decomposing it into them, and what are the properties of these constituents?

4. Give the processes used in the preparation of sulphuric ether, the theory of its formation, and its properties.

### SURGERY.

1. What are the different diseases and accidents which call for amputation?

2. Enumerate the different diseases of the testicle and cord, and describe how each should be treated.

3. What are the most common causes of death after the operation for stone in the bladder?

### MIDWIFERY.

1. What are the constitutional and other causes of abortion? Describe the symptoms and treatment in each case.

2. What are the organs concerned in menstruation, and what is the physiology of that function?

### MATERIA MEDICA.

1. Give the preparation, tests, uses, and doses of calomel.

2. Specify the medicinal substances produced by the following natural families, noting the active principles, officinal preparations, and predominant actions of each, with the particular part of the plant which yields the medicine, viz. :

Ranunculaceæ.  
Liliaceæ.

Umbelliferæ.  
Solanææ.

### MEDICAL JURISPRUDENCE.

1. Give the general symptoms caused by narcotic poisons, and the means of distinguishing by symptoms during life and morbid appearances after death, between the effects of opium and the various forms of apoplexy.

2. The symptoms, post mortem appearances, and treatment of poisoning by the salts of lead, with the tests for lead in solution.

### Honor Examinations.

### ANATOMY AND PHYSIOLOGY.

1. The structure of the white and grey substance of the cerebro-spinal axis. The structure of the ganglions of the sympathetic nerve, or for example, one of the dorsal ganglions—the structure of the nerves of animal life and of vegetative life.

2. The function of the different branches of the Pneumogastric nerve.

3. The structure and development of the placenta, and the mode in which it is connected with the uterus.

4. The structure of the testicle and its coverings.

5. Describe the dissection requisite to display the occipital artery from its commencement to the upper margin of the occipital bone. State the

relative position of the different parts as they are met with in the course of the dissection, proceeding from the surface.

6. Describe the course and distribution of the anterior branches of the sacral nerves, with the exception of the lumbo-sacral branch, and the description of the great sciatic nerve to be limited to the upper angle of the popliteal space.

7. Describe the fascia, muscles, tendons, blood-vessels, and nerves met with in the palm of the hand and fingers, stating the order and relative position in which they are found in the progress of dissection from the surface to the bones.

### CHEMISTRY.

1. Specify the *classes* of processes for the production of artificial cold, the principles upon which the success of these processes depend, and the causes which prevent the attainment of greater degrees of cold than have been hitherto reached.

2. Mention the composition and properties of the most noted combinations of fluorine, and their tests.

3. How many kinds of tannic acid are there, how are they procured, what are their properties and tests?

4. What is soap, how made, what is the theory of the processes for making it, what are its properties?

5. What are the most common urinary calculi? By what tests are they distinguished from one another, and from other bodies resembling them?

6. State the properties of oxygen, the usual processes by which it is procured, the theories of them, and the tests by which it is known.

### MATERIA MEDICA.

#### *Morning Paper.*

1. Detail the circumstances which modify the action of medicines on the human system.

2. What are the proofs of the absorption of medicines? Give examples.

3. What are emetics, how are they supposed to act, and into what orders are they divided? Give examples.

4. What are the chief points of importance that demand attention in prescribing medicines. 1st, as to the medicines themselves. 2ndly, as to the effects to be produced by them.

#### *Afternoon Paper.*

1. Identify the substances marked 1, 2, 3, 4, 5, 6, 7 and 8.\* Mention the characteristic chemical tests by which each is known.

2. Give the preparation, tests, uses, and doses of nitric acid.

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\* The substances were—

|                                |                         |
|--------------------------------|-------------------------|
| 1 Nitrate of Potash.           | 5 Oxalic Acid.          |
| 2 Sesqui-Carbonate of Ammonia. | 6 Sulphate of Magnesia. |
| 3 Nitrate of Copper.           | 7 Iodide of Potassium.  |
| 4 Nitrate of Silver.           | 8 Sulphate of Copper.   |



## MEDICAL JURISPRUDENCE.

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*Morning Paper.\**

1. Enumerate the diseases which resemble irritant poisoning, and specify briefly the means of distinguishing the one from the other.
2. Enumerate the general characteristics of poisoning as derived from symptoms, morbid appearances, and chemical analysis.
3. Give the symptoms and treatment of poisoning by corrosive sublimate, and mention the means of distinguishing arsenical from mercurial poisoning.
4. The tests for arsenic, with the merits and defects of each.
5. Give the tests for the poisonous salts of copper, lead, and antimony.
6. The symptoms, treatment, and morbid appearances of poisoning by oxalic acid.

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*Afternoon Paper.*

1. Give the treatment of narcotic poisoning generally, and of poisoning by opium and hydrocyanic acid in particular.
2. How would you distinguish poisoning by opium from apoplexy, and from intoxication by alcohol?
3. What are the distinctive effects of carbonic acid upon the system when it is slowly generated and largely diluted with atmospheric air, (as in the manner of burning charcoal adapted by natives to heat their houses, when closed in the cold season,) opposed to those when a person is suddenly immersed in it, as in the case of the poison valley in Java, or the Grotto del Cane in Italy, or in descending into a well in which the gas has previously accumulated?

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SURGERY.

1. Describe the two forms of Erysipelas, their course and terminations, and what treatment you would adopt in each form of the disease.
2. Describe the different dislocations of the shoulder-joint and the modes of reduction.
3. Describe the operation of amputation at the shoulder-joint.
4. What are the symptoms of a foreign body in the trachea? What would you do to relieve them?
5. What are the symptoms of an aneurism? What may an aneurismal tumor be mistaken for? How is it to be distinguished from the diseases which resemble it?
6. How would you treat a wound of the artery at the bend of the arm occurring in venesection?

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MIDWIFERY.

What are the varieties of puerperal convulsions, the symptoms, pathology, and treatment of each?

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\* The student to answer any three of the above questions, which he may prefer.

# ANSWERS.

## SURGERY.

### FINAL STUDENTS.

Sir Astley Cooper defines an aneurism to be a tumor, containing blood, in direct communication with an arterial canal, and this definition appears to comprehend all the varieties of that disease; of the varieties there are two principal, viz. the *true* and *false*, at least these are enough for practical purposes. But still each of these may be subdivided.

An aneurism to be *true* should have at least one of the arterial tunics, entering into the formation of its cyst, whilst a *false* aneurism has for its cyst, (if it have one) any of the other tissues of the body, as for instance, the cyst of an abscess, the coats of a vein, organized lymph bony tissue, &c.

The sub-varieties of a *true* aneurism are—

1. That where the disease is formed by a dilatation of all the three coats of an arterial tube, hence it is called an aneurism by dilatation.

2. The sac of the aneurism may be formed by the *inner* coat alone, by the *middle* coat alone, by the *outer* coat alone, or by any *two* of the coats, as the inner and middle together, or by the outer and middle together. I have not referred to the *anatomical* division of the coats, which is said to be six, as the enumeration of three is enough for all practical purposes. This variety of the disease in which only one, or perhaps two of the coats, enter into the formation of the sac, is generally produced by rupture of a tunic, hence it is also termed *aneurism by rupture*.

3. A third variety is said to be that, in which the disease is produced at the commencement by dilatation. Subsequently one or two of the tunics give way. So that after death when the aneurism is examined, it is seen that a part of the sac is formed by all three coats and a part by one or two only.

4. An aneurism is said to be *limited* or *diffused*, the former I need not define, the latter is that, which was first limited, and afterwards burst, the blood being infiltrated into the surrounding soft parts and condensing them so as to form a new sac for itself. This is very rare, for generally when an aneurism once bursts it carries off the patient at a shorter or longer interval by hemorrhage.

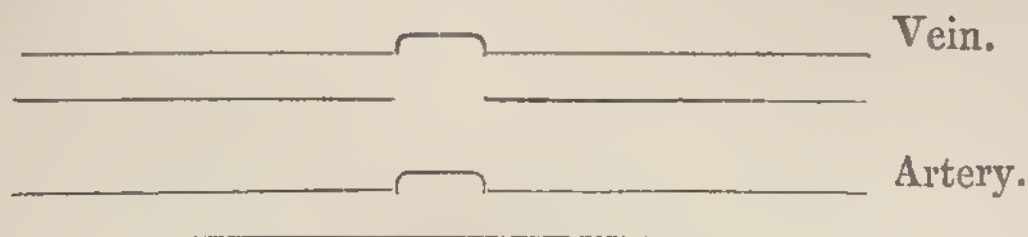
5. Other varieties are mentioned as, pedunculated, sacculated, fusiform, &c. depending upon the form of the aneurism—these are unimportant, except that it is worth knowing that an aneurism of the aorta may be pedunculated, i. e. narrow at its commencement and broad at its end, where it is often seated on the neck, and thus may simulate disease of the 1st portion of the carotid or subclavian.

6. In the same manner as hemorrhages are divided, according to their seat so may aneurisms, as of the popliteal, femoral, &c. &c.

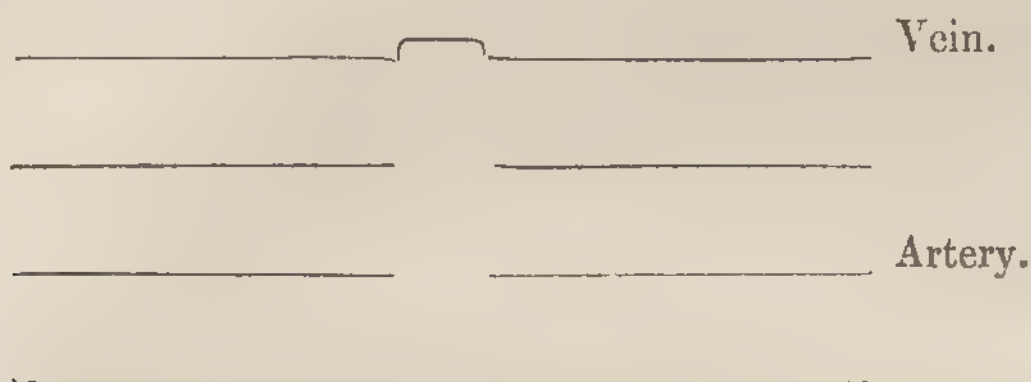


Of the *false*, amongst others there are four principal varieties, viz.

1. *Varicose aneurism*.—Is that in which there is a communication between an artery and a vein, but the communication is not direct, a cyst being interposed, this diagram will explain what I mean.



2 *Aneurismal Varix*.—In this the cyst of the aneurism is also formed by the vein; but the communication between the artery and vein is direct thus



3. *Aneurism by anastomosis*.—In which the disease by an enlarged and tortuous condition of the arteries of a part, most frequently seen in the head.

4. *Erectile tumor*, in which the capillaries of a part are enlarged and run into one another. This is best known as the vascular variety of *nœous* or *mother's mark*.

The *situations* in which aneurisms most frequently occur are at the turning of the bloods current, viz, in the commencement of the aorta, at its ascending curve, its descending curve, at the commencement of the large branches, and in the arteria innominata, first portions of carotid and subclavian, at the head of the axilla, of the elbow, in the popliteal space, and at the dorsal artery of the foot.

The *diseases* for which an aneurism may be mistaken are in the extremities, an abscess or any other tumor situated over an artery, and receiving a pulsation; in the trunk of the body for various diseases as chronic laryngitis, chronic bronchitis, laryngis mustridulus—any cancerous or other tumor, whether in the thorax or abdomen, enlarged gall bladder, disease of the pancreas, &c., and when it presses from within on the spine for disease of the spinal cord. An abscess or any other tumor may be *diagnosed* from an external aneurism, by the following points.

1. In the *History*. In an aneurism by rupture, the patient, Sir A. Cooper says, often suddenly feels, while he is walking along the road, as if something had burst in him, or as if a stone or a stick had struck him from behind,—this I need not say never occurs in a tumor, the commencement is generally *painless*, while an abscess is very painful, an aneurismal tumor is *soft* at first and hardens subsequently, when its sac comes to contain coagulated blood; *vice versa* is the progress of an abscess, a tumor generally begins and continues *hard*.

2. If *pressure* be applied on the *cardiac* side of a pulsating tumor, the pulsation, the bulk and the tension, all diminish if it be an aneurism; if a tumor the pulsation only; for obvious reasons.

3. If pressure is applied on the distal side, the bulk of the aneurism is increased, not so with a tumor, but it is so with an abscess if it communicates with the arterial canal.

4. A tumor may often be *moved off* from the artery on which it lies, not so with an aneurism.

5. The *bruit de rape* and the arterial *thrill* are conjoined in an aneurism—in a tumor the bruit de rape *alone* is present.

6. You may in some cases be able, in a tumor, to trace the arterial tube throughout its whole length distinctly, you cannot do the same with an aneurism. These are I believe the most important diagnostic signs. An aneurism is susceptible of *spontaneous* cure in four ways, viz.

1. The sac of the aneurism by enlarging may fall over and press upon the cardiac end and thus obliterate the canal between the heart and the mouth of the tumor.

2. The mouth or opening of an aneurism being generally small—I have seen it of a horse hair's breadth—a clot of blood may obstruct the opening.

3. The aneurism may become gangrenous and this gangrene may be of the sthenic character, preceded by the effusion of lymph, and thus the artery obliterated and the sac removed.

4. It may become *diffuse*, the extravasated blood becoming coagulated, may press upon the arterial tube and thus *cure* itself.

The artificial methods of cure are either medical or surgical.

1. The *medical* plan consists in the following indications: reducing the quantity of blood in the system—diminishing the heart's action and reducing the excitement of the system in general—they are done, by reducing the quantity of food, the amount of drinks, and especially of stimulating drinks, the exhibition of sedatives as aconite, belladonna, digitalis, opium, &c. and by enjoining perfect quiet and rest to the individuals' body and mind.

The *surgical* treatment consists in diminishing the quantity and force of the blood to the aneurismal sac:—this is done.

1. By applying pressure to a *healthy* part of the artery situated between the heart and the disease. It may be effected either by ligature which is the means, or by simple pressure with a tourniquet or which is better by the instrument called the *pressure arteire*. This 1st plan is Hunter's, and is the most effectual.

2. In aneurism of the anonyma and of the 1st or 2nd portion of the left subclavian.—Where a ligature cannot be applied at the cardiac end, *Brasador* proposed to tie the artery at the distal end.

3. *Wardrop* proposed in aneurism of the anonyma—instead of tying the subclavian as is usually done, to tie the carotid, this latter being an easier operation.

The principle of the last two methods is the same as the 1st, but effected in a different way.

In aneurism of the left axillary, artery, for its cure the 3rd position of the left subclavian is tied in the following manner, I shall describe it in steps.

1. The instruments required are previously prepared: they are a good sharp scalpel, dissecting and artery forceps 2 or 3 in number—a director or two, a couple of tractors aneurismal needles of different



forms—that with a large curve preferable,—these to be armed with ligatures made of strong silk or hemp thread, and waxed strips of adhesive plaster, with hot and cold water, sponges, stimulants, &c.

2. The patient to be placed in a proper position—the sitting posture preferable to the operator, and his head turned towards the opposite side with the affected limb as much depressed as possible, and two or three assistants, the surgeon on diseased side.

3. All being ready, the surgeon presses his left hand on the skin of the chest below the clavicle with the object of making it as tense as possible, then with the scalpel in the right hand he makes an incision, right upon the clavicle, commencing at the outer border of the sterno-mastoid muscle and ending at the outer border of the trapezius—this is to cut through the skin and superficial fascia; then the surgeon lets go the skin to allow it to resile above the clavicle, and another incision 2 or 3 inches in extent is made at the outer border of the trapezius: then the surgeon cautiously divides each layer, with the aid of the director until he comes on the brachial flexus, for this purpose the clavicular origin of the sterno-mastoid may be required to be divided and a few fibres of the trapezius—at this stage he should avoid the *acromiöal* thoracic artery which may come in his way, and he must take care not to wound the brachial plexus. Then he introduces his index finger from above downwards until it rests upon the artery known by its pulsation and elastic feel—then he tries to bring it into view, and pinches up the sheath with a forceps, just punctures it, and divides for half an inch taking express care of the vein. After this all being right he introduces the needle from below, upwards until its end with the ligature appears, he takes hold of one end of the ligature, and then cautiously removes the needle, then ties it with a reef knot *carefully*.

The difficulty in this case will be the large tumor pressing upwards the shoulder, and *depressing* very much the seat of the artery.

Then the ligature having been applied to the artery, one end of it is cut off, and the other left to remain of about 2 or 3 inches in length, the wound is wiped and sponged, and any oozing of blood stopped by cold or ligature if necessary. Then the divided skin is brought together and united by a few stitches of the interrupted suture, and a strip or two of adhesive plaster may be applied, then the limb is brought to the side of the body, the patient made comfortable and removed quietly to his bed. The collateral circulation will be carried on by the supra and capsular artery of the subclavian, anastomosing with the external circumflex branch of the axillary.

During the *after treatment* the indications will be

1. To moderate the heart's action.
2. To take care of the affected limb by keeping it quiet, and the avoidance of any stimulating application to it so as to interfere with the establishment of the collateral circulation.
3. To watch for the attack of secondary hemorrhage.
4. Mr. Miller of Edinburgh has shown that there is a great tendency to congestion in the lungs when any of the great arteries at the neck are tied—I do not think it is necessary for me to enter into a detail of the methods by which these several indications may be fulfilled, except the 3rd which is more connected with the subject.

Then secondary hemorrhage may take place.

1. A few hours after the operation, when re-action takes place, from any of the small arteries in the wound, in order to combat this it may be necessary to open afresh the wound, apply cold and ligature afresh, as well as the exhibition of tartar emetic to the system with the object of moderating the heart's action.

2. After the 3rd or 4th day this also proceeds from some of the small vessels of the wound and may require almost the same treatment.

3. About the 10th to the 15th day the ligature will separate, (i. e. in ordinary cases) and then from want of strength in the system the removal of the ligature may not be preceded by the adhesive inflammation, and hemorrhage will be the consequence, to check this afresh ligature must be applied above the old one—or bleeding may result owing to the unhealthy state of the artery, the aneurismal disease having implicated this part of the vessel itself.

J. KEARNEY.

### MEDICINE.

*Answer.*—In describing the pathology or the rational theory of inflammation, it is necessary to give an account of the different stages into which inflammation passes on, from its first setting in to its termination. These stages are—1st, vascular excitement; 2nd, active congestion, and 3rd, the stage of true inflammation.

1st.—Vascular excitement. On the application of the exciting cause to the structure or part, the first effect is upon the sensory nerves of the part, which convey the stimulus to the centre of the nervous system, and by a reflex function by the motor nerves an action is set upon the vessels. A large quantity of blood is sent, which circulates with greater force and rapidity, vessels which were never before visible to the eye, can now be seen clearly. The vessels resist for some time the great stress that has thus been laid upon them, and no longer able to contain any further blood, effusion of serum takes place. So that in this stage we have blood circulating in an anormal quantity with effusion of serum. The exciting cause acting still further, the disease goes on emerging into its second stage, viz. active congestion. Blood flows in greater abundance, the tumultuous circulation in the seat of all the changes, becomes languid, the vessels lose their tone and elasticity, with the effusion of serum there is liquor sanguinis, the blood changes in its character; the globules may be seen sticking to the sides of the vessels, some moving backwards and forwards, until perfect stagnation has taken place, the vessels in this stage have lost their tone and elasticity and are mere passive tubes; all around this seat of change, circulation goes on with perfect freedom until by extension of the same process they also become implicated. So that here we have effusion of liquor sanguinis with serum, clogging up the vessels with a loss of tone and elasticity. This brings us to the third stage or that of true inflammation. The blood vessels now give way, blood is effused into the part, and actual destruction and disintegration of the surrounding tissues take place. Inflammation being thus set up in the part, necessarily goes on to any one of its various terminations.

The principal predisposing causes of inflammation are—1st, unwonted excitability of the part. The eye for instance by constraining at any one object causes a determination of blood, and by the application of any exciting cause it is liable to undergo inflammation.



2nd.—Plethora, one of the most common causes of inflammation is always liable to set up inflammation in any one organ or part, on the application of the least exciting cause; hence individuals of a plethoric constitution, are generally predisposed to it. Local plethora may again in the same way predispose an organ to take on inflammation.

3rd.—Weakness or debility may be mentioned as another of the predisposing causes. An organ once inflamed is rendered weak and debilitated, and having become a weak point is always liable to a recurrence of the attack.

4th.—Temperature or climate. Individuals coming from a cold to a hot climate, are generally liable to inflammations of the abdominal organs, and especially the liver. The function of the organ is increased, and the least exciting cause is enough to set up inflammation.

The most common exciting causes of inflammation are heat and cold, acting upon an organ previously predisposed. Mechanical or chemical injuries are also considered as exciting causes.

The terminations of inflammation are adhesion, suppuration, ulceration, and mortification. A separate description of these being not demanded by the question, I don't think it necessary to describe them, a mere enumeration being all that is required.

The most probable terminations with respect to the different tissues or organs affected are as follows. When inflammation attacks the mucous membranes, as for instance the intestines, or the mucous membranes of the larynx and the bronchial tubes, the most probable termination is ulceration and suppuration; but inflammation of the mucous tissues sometimes terminates in the formation of false membranes by the effusion of lymph as is seen in *cynanche trachealis*. Inflammation attacking serous membranes as in *pleuritis*, *pericarditis*, *peritonitis* goes on to the effusion of lymph, and causes adhesion of the several organs to their neighbouring tissues. When parenchymatous textures are affected as the lungs and liver, they go on to suppuration and gangrene and destruction of the tissues. The result of inflammation attacking the cellular tissue, is rapid sloughing and mortification. The inflammation attacking the structure of the brain has not one particular termination, sometimes we find serum effused into its ventricles, and upon its surface, sometimes it goes on to the formation of abscesses, and destruction of its nervous mass, and at other times into mere softening of its texture.

The most powerful antiphlogistic remedies that are to be had recourse to in the treatment of active inflammation are not very many in number: they are bleeding, the most powerful of all, both local and general: mercury administered in the form of calomel; tartar emetic, purgatives, and opium.

Bleeding is to be had recourse in almost all inflammations whatever the nature or texture of the organ may be. When this remedy is to be had recourse to, it should always be performed at the onset of inflammation. Its effects are manifested both upon the constitution as well as in the part affected, it relieves the organ of the great congestion, and relieves the vessels from their inordinate fulness. Its constitutional effects are manifested by the change in the nature of the pulse, and in the action of the heart.

Mercury is particularly applicable to inflammations attacking serous membranes, such as *pericarditis*, *pleuritis*, *peritonitis*, *iritis*, &c. It acts upon them by its well known efficacy of presenting adhesions, checking

effusions, and in causing an absorption of what has been already effused. Tartar emetic is particularly applicable to some inflammations attacking mucous membranes. Its most powerful effect is never more visible than in inflammation of the substance of the lung, and in the disease called croup. In bronchitis also it is particularly given.

Purgatives produce their beneficial effects particularly in inflammations attacking the brain. It is serviceable by producing a revulsion from the organ, by their drastic and purgative effects.

These remedies however are in most instances given in a state of combination in very many diseases.

Opium, although it is not such a very powerful remedy in inflammation as these already enumerated, yet given in combination with them, after bleeding, produces its sedative effects no doubt.

Cold may also be said to be an antiphlogistic remedy, and a very powerful one, particularly and especially in inflammation of the brain and its membranes.

J. W. MARGANOUT.

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## Honor Examinations.

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### ANATOMY AND PHYSIOLOGY.

*Answer to the 1st question.*—The cerebro-spinal axis consists of the brain, the spinal cord, and the nerves that emanate from these centres.

The whole of these centres is made up of two substances; viz.

(1st) White.

(2nd.) Grey or cineritious.

(1st *White*.) This substance is found in all the nerves and white parts of the nervous centres. It is less vascular than the grey, and in the brain contains no areolar tissue. It consists of fibres of the tubular variety which are arranged parallel to each other.

*Structure of the tubular nerve fibres.* When seen under the microscope by the reflected light, they appear as tubules having a silvery aspect. But examined by the transmitted light and if they be not decomposed, they are seen to consist of tubules and an inter-tubular substance, so that each appears as a glass rod. After a little time when the tubules begin to undergo decomposition, a faint grey line appears in the middle, which has received the name of axis cylinder or the primary band of Remak. This central substance is bounded on each side by a dark border called the white substance of Schwann, and lastly external to this is faint dark line which is the tubule of the fibre. Thus then it appears that when the internal substance of the fibre has undergone congelation, its structure assumes a different aspect from that which it assumes when it is fresh.

(1st.)—The axis cylinder is a column of nervous matter occupying the centre, and is composed of albumen in large quantity.

(2nd.)—The white substance of Schwann so called from the fact it constitutes the whiteness of the fibres, is situated on either side of the axis and consists of a granular substance composed of oleophosphoric acid, cerebrie acid, albumen, margarine and celaine. This granular substance



congeles on exposure to air and gives rise to the dark line seen inside the proper tubule of the fibre.

(3rd.)—The tubular membrane forms the external covering of nervous substance, and is very delicate and homogeneous in its nature. This membrane gives rise to the faint dark line seen on the external side of the white substance of Schwann, and it is this which together with the latter gives rise to the double contour as seen in the tubular nerve fibres. Such is the ultimate structure of the tubular fibres as seen under the microscope. It often happens that the most delicate fibres, such as those composing the brain and the spinal cord, assume a varicose appearance, and in such cases the double contour is not visible in those parts which are contracted, but can be plainly seen in the dilated portions. The tubular nerves fibres run parellel to each other without branching or anastomosis, so that each tubule is a continuous tube.

(2nd.)—The grey substance of the cerebro-spinal axis is of a redish grey color, and more vascular than the white substance. It is found in the centre of the spinal cord in the form of two crescents with a central commisure between them.

|                          |       |                                                                        |
|--------------------------|-------|------------------------------------------------------------------------|
| In the medulla oblongata | {     | Corpus dentatum of the olivary body in the floor of the 4th ventricle. |
|                          | {     | In the restiform body an external layer covering the surface.          |
| Cerebellum               | .     | Corpus dentatum.                                                       |
|                          | {     | External covering of the convolutions.                                 |
|                          | {     | Pons Varolii.                                                          |
|                          | {     | Locus Niger.                                                           |
|                          | {     | Tubercula quadrigemina.                                                |
|                          | {     | Geniculata externa and interna.                                        |
| Cerebrum                 | ...   | Valve of Vieussens.                                                    |
|                          | {     | Commisura mollis.                                                      |
|                          | {     | Corpora striata.                                                       |
|                          | {     | Thalami optici.                                                        |
|                          | {     | Lamina cinerea.                                                        |
|                          | {     | Tuber cinerium.                                                        |
|                          | {     | Posterior gangla of the spinal nerves.                                 |
|                          | {     | Casserian ganglion.                                                    |
|                          | {     | Petrous ganglion.                                                      |
| Nerves                   | ..... | Jugular ganglion.                                                      |
|                          | {     | Submaxillary ganglion.                                                 |
|                          | {     | Optic nerve.                                                           |
|                          | {     | Olfactory nerve.                                                       |

The grey matter found in all these places consists of vesicles embedded in a granular matrix.

(1st.) The vesicles consist of an external homogeneous membrane, with a vesicular nucleus in the centre. The nucleus is generally eccentric. Each vesicle is of a spheroidal figure. There are four kinds of vesicles; viz.

- (1st.) Spheroidal vesicles of large size.
- (2nd.) ————— of small size.
- (3rd.) Nuclei like corpuscles found on the surface of the convolutions of the cerebrum.

4th.—Caudate vesicles in which the cell membrane is prolonged into several processes, some of these end in free extremities, others are prolonged into the nervous fibre so that the cell membrane continuous with the tubular sheath of the fibres.

*The structure of the sympathetic ganglion.* Sympathetic ganglions consist of

- |                |        |                                      |
|----------------|--------|--------------------------------------|
|                | (1st.) | Solid fibres.                        |
|                | (2nd.) | Vesicles.                            |
|                | (3rd.) | Tubular fibres in sparing quantity.  |
| Nerves of ani- | }      | Tubular nerve fibre; solid membrane. |
| mal life con-  |        |                                      |
| sists of       |        |                                      |

*Answer.*—For the purpose of exposing the occipital artery into view we should first make transverse incision through the skin beginning from the chin, and carrying it backwards, upwards and outwards to the occiput, and then a vertical one along the median line. After reflecting it downwards and outwards, we come to the platysma muscle, the fibres of which pass vertically to the lateral part of the face. On dividing this muscle across and reflecting it upwards, we next meet the superficial fascia of the neck on which are seen the following nerves and vessels, viz.

- (1st.) Auricularis magnus nerve.
- (2nd.) Occipitalis minor.
- (3rd.) Ascending branch of the superficialis colli.
- (4th.) External jugular vein.

On separating this fascia from its attachments we see the sterno clido-mastoid, crossing the occipital artery from below upwards and backwards. Then cut across this muscle and immediately we bring into view the deep cervical fascia; beneath the first portion the occipital artery may be seen arising from the posterior part of the external carotid. On removing this fascia we see the following parts covering deeply, and these are

- (1st.) The posterior belly of the digastric.
- (2nd.) The hypoglossal nerve which forms a loop round it.
- (3rd.) Insertion of the sternomastoid.
- (4th.) ————— of the spleneus colli.
- (5th.) ————— of the trachelo mastoid.
- (6th.) Apex of the mastoid process.

The artery rests successively on the following parts, namely—

- (1st.) Internal Carotid.
- (2nd.) ————— jugular vein.
- (3rd.) Pneumogastric nerve.
- (4th.) Styloid muscle and the hypoglossal nerve.
- (5th.) Internal oblique and the lateral rectus.
- (6th.) Complexus.

*Answer 2nd.*—The upper surface of the hand is called its palm. Its form is that of an irregular square, and has therefore four sides or borders. The upper border extends as high up as the anterior annular ligament. The inferior corresponds to the lowest ends of the metacarpal bones and the fold of integument found in the interspaces between the fingers. The outer or radial border is formed by the fold of integument situated in the interval between the base of the thumb and that of the index finger; as also by the head of the metacarpal bone of the thumb. The internal or



ulnar border is made up by the rounding of the skin from the interior to the posterior surface over the palmaris brevis and the abductor minimi digiti.

The fingers are 5 in number, may be considered as processes given off from the hand; of these four are inferior, viz., the index, the middle, the ring, and the little; and one external, viz., the thumb.

In the dissection of the palm of the hand, the first structure that is always met with is the skin. The integument in this part of the hand is very thick and of whitish red color, and this thickness principally depends on the thickness of the cuticle, which is here several times deeper than that of the skin in any part of the body, the soles of the foot excepted. The skin in this place is marked with curvilinear lines and ridges passing in different directions; these lines and ridges correspond to the elevations and grooves formed by the papillæ of the cutis vera. Another peculiarity which the skin has is that it is not beset with hairs as the skin of other part is; it has sebacious glands in such an enormous amount that every inch of it is said to contain no less than 5,800 of these bodies. The skin of the palm is continuous internally and externally with that of the dorsum of the hand, except a little process on the external side which descends to forepart of the thumb and covers it down to its tip. It is also continuous superiorly with the integument covering the forepart of the wrist. Inferiorly it is prolonged into clefts and upper surface of the four inferior fingers. The skin of each finger is marked by two transverse grooves corresponding to the phalangeal joints.

Immediately beneath the skin is the superficial fascia, extending from the forearm over the annular ligament to the upper surface of the deep and strong palmar fascia, where it divided into several processes which are continued to the fingers. Ramifying in this will be found several cutaneous filaments derived from the palmar cutaneous branch of the ulnar and the cutaneous branch from the median. A small subcutaneous named palmaris brevis will be found also to be embedded in this fascia; this muscle arises from the lower border of the annular ligament and passes downwards and inwards over the deep palmar fascia, and is inserted to its inner margin. It should not be forgotten that a thick layer of fat is situated over its surface.

Underneath the superficial fascia and all parts described in the preceding, is the deep palmar fascia. This is a layer of fibrous tissue having form of a fan, extending from the annular ligament to the fingers; its superior surface supports all those parts mentioned in the description of the superficial fascia. Its deep surface covers all the muscles, arteries, veins and nerves, and is in many places attached to the tendons. The superficial volar of the radial artery very often pierces this fascia, and joins the palmar branch of the ulnar and thereby completes the palmar arch. Underneath the fascia are situated the following parts; viz.

- (1st.) Palmar arch.
- (2nd.) Palmar branches of the median nerve.
- (3rd.) The superficial palmar branch of the ulnar nerve.
- (4th.) Muscles connected with the thumb.
- (5th.) Muscles connected with the little finger.

(1st). *The palmar arch.*—The ulnar artery having reached the lower border of the annular, divides into two branches (1st) superficial and the deep palmar arteries. The former having gained the palmar surface curves from to the radial side and there joins the superficial *volar* of the radial,

and by this union is formed the superficial palmar arch, the concavity of which looks upwards and the convexity downwards; from the convexity of the arch spring four digital arteries, of which one is distributed to the ulnar side of the little finger. This artery is accompanied with a digital derived from the superficial ulnar. The other three branches pass downwards to the clefts between the fingers, where each of them divides into two branches, which are distributed to the colateral sides of the fingers; that is one supplies the colateral sides of the little and ring fingers, another those of the ring and middle fingers, and a third the ulnar side of the index, the radial side of the middle finger. The colateral branches of each finger are joined together by transverse branches.

(2nd).—*The palmar branches of the median nerve.*—The median nerve on reaching the palm of the hand divides into six branches, of which :

- (1st.) Distributed to the muscles attached to the ball of the thumb.
- (2nd.) Supplies the radial side of the thumb up to its tip.
- (3rd.) Supplies the ulnar side of the same.
- (4th.) Radial side of the index finger.
- (5th.) The colateral sides of the index and the middle fingers.
- (6th.) The colateral sides of the middle and the ring fingers.  
This branch also communicates with a branch from the ulnar. The position of these digital, is generally on sides of the corresponding digital branches derived from the superficial palmar arch.

(3rd).—*Superficial palmar branch of the ulnar nerve.*—The superficial palmar branch of the nerve divides into three branches, of which one is distributed to the muscles of the little finger; a second to the ulnar side of the little finger, and a third to radial and ulnar sides of the little and ring fingers. The most external gives a filament which joins a branch of the median nerve.

(4th).—*Muscles connected with the thumb* —These are :

- (1st.) Abductor pollicis.
- (2nd.) Flexor brevis pollicis.
- (3rd.) Flexor ossis metacarpi pollicis.

The first arises from the annular ligament and scaphoid bone, and is inserted into the bone of the first phalanx of the thumb.

The second is partly covered by the first, arises by two heads, between which the tendon of the flexor longus pollicis passes.

The superficial head arises from the annular ligament and trapezium, the other head is from the os magnum and trapezoides and is inserted into the first phalanx of the thumb.

The third is the deepest and is whole covered by the flexor brevis pollicis. It arises from the scaphoid and trapezoides, and inserted along the whole length of the metacarpal bone of the thumb.

These are the superficial muscles of the thumb, there are deeper ones besides these, and they will be described in the future part of the dissection.

(5th).—*The muscles connected with the little fingers.*—These are as follows :

- (1st.) Abductor minimi digiti.
- (2nd.) Flexor minimi digiti.
- (3rd.) Flexor ossis metacarpi.



The first arises from the pisiform bone, and is inserted into the bone of the first phalanx.

The second from the unciform, and is inserted into same place.

Third arises from the unciform and the head of the metacarpal of the little finger, and is along the whole length of the metacarpal bone of the little finger. These muscles are covered superiorly by the fascia palmaris brevis and the inner branch of the superficial ulnar. On removing all these parts that are described we come now to the following parts, viz.

- (1st.) Tendons of the superficial flexor of the fingers.
- (2nd.) ——— of the deep ———
- (3rd.) Lumbricales.

The tendons of the superficial flexor are four in number, and are inserted to the apices of the second phalanx of the four little fingers. In the fingers they are bound down by transverse fibrous sheaths and split into two, to let out the tendons of the deep flexor.

The tendons of the deep flexor have the direction as those of the superficial, and are inserted into the base of the last phalanx of the four little fingers.

The lumbricales are slender muscles, they arise from the tendons of the deep flexor, and are inserted into the metacarpal bones.

Beneath these already described are situated—

- (1st.) Deep palmar arch.
- (2nd.) Deep ulnar nerves.
- (3rd.) Abductor policis.
- (4th.) Three palmer interosii.

*Answer 4th.*—Testicles are two glandular bodies situated in the scrotum and suspended in that situation by the spermatic cord. In the young embryo, they remain in the abdomen, occupying a place immediately below the kidneys, but in the seventh month of the intra-uterine they descend towards the internal abdominal ring, through which they enter the inguinal canal, and take a short course from above downwards, forwards and inwards, towards the scrotum in which they are at last lodged. The testicles in their descent from the abdominal cavity take in with them the different structures which constitute the abdominal wall, which give them separate coverings.

The coverings of the testicle may be described under three heads, viz.

- (1st.) Different layers of the scrotum.
- (2nd.) Those structures which the testicle receives from the abdominal wall.
- (3rd.) Proper coverings of the gland.

(1st.)—Scrotum: this is a hollow bag divided into two compartments by a central septum, for the lodgement of the glands. It is situated in the space between the thigh of both sides, and has above it the penis and the urethra. In old weak persons it is flaccid, but in the young and the robust tense and contracted; this change of form is also undergone by it, according to temperature thus cold contracts and heat dilates the bag. The scrotum consists of

- (1st.) Skin.
- (2nd.) Dartos.

(1st. *Skin.*)—The skin in this part is dark and corrugated; it is very thin and is firmly attached to the next structure (the *dartos*). Along the

median line and corresponding to the septum scroti, runs an elevated ridge called the *raphe*, which is continuous behind with the *raphe* of the perineum and anteriorly with that on the lower surface of the penis. The skin in this part is covered with hairs and sebaceous follicles as in other situations, but with this difference that the sebaceous glands in this part do not open into the hair follicles.

The structure of the skin in the same as that of other parts, viz.

- (1st.) Superimposed layers of epetheal particles.
- (2nd.) Rete malpighii or the deep layer of the cuticle containing pigment granules.
- (3rd.) Basement membrane.
- (4th.) Cutis vera, or the analogue of the submucous tissue.

*2nd. Dartos.*—Immediately beneath the skin is superficial fascia, which in this situation assumes a peculiar form and is known by the name of *dartos*. This tissue is continuous above with the superficial fascia of the abdomen and thigh, and below and behind with that of the perineum. It not only covers the whole surface of the scrotum but also gives a process along the middle to form the septum of the bag. Its structure is very different from that of the superficial fascia of which it is nothing but a continuation. It consists of fibres crossing at various directions so as to give it a reticulated appearance. But recent investigations have shown that there are muscular fibres of plain or unstriped variety intermixed with the fibrous structure. This layer has no fat deposited in its interstices. It is subject to all the stimuli except electricity.

*2nd.* Those layers which the testicles derive from the abdominal wall are the following as seen from without inwards.

- (1st.) Intercolumnal fascia.
- (2nd.) Cremasteric fascia.
- (3rd.) Infundibuliform fascia.
- (4th.) Peritoneum which in this part goes under the name of tunica vaginalis.

*1st.*—Intercolumnar fascia is merely a continuation of the fascia of the same name found at the apex of the external abdominal ring. This surrounds the gland on all sides, and is composed of fibres derived from the tendon of the external abdominal muscle.

*2nd.*—*Cremasteric fascia.*—Underneath the intercolumnar band, is a layer of muscular fibres derived from the inferior margin of the internal abdominal muscle. This goes under the name of cremasteric fascia, and consists of loops of muscular fibres descending from the internal abdominal muscle, and passing upwards to be inserted into the pubis. Some of these it is said end in the tunica vaginalis.

*3rd.*—*Infundibuliform fascia.*—This is derived from the fascia transversalis as the testis passes through internal abdominal ring.

*4th.*—*Serous layer.*—This is known here by the name of tunica vaginalis. It is serous membrane, which in early life is a prolongation of the peritoneum, but in after life when the communication is blocked up in the spermatic canal, it becomes a separate membrane. Like every other serous membrane, it is a shut sac and has an internal smooth and an external rough surface. It covers the whole gland except its posterior part through which blood vessels pass, and the upper portion of the epididymis which is left uncovered. It is also reflected to the side of the bag



which contains the gland. That portion of it which covers the gland is called by the name of *tunica vaginalis testis*, but that which covers the parietes is called the *parietal layer*. Its structure is the same as that of other serous membranes.

3rd.—Proper coverings of the gland itself are :

(1st.) Tunica albuginea.

(2nd.) Tunica vasculosa.

1st.—*Tunica albuginea*.—This is a fibrous membrane of an oval form and a bluish white color and firm structure. It encloses the substance of the gland. Its external surface is smooth and covered by the serous membrane except at its posterior surface called the *mediastinum testis* through which blood vessels pass into the gland and the ducts come out. Its internal surface is rough and is covered by a cellulo-vascular layer, the so called *tunica vasculosa*. This membrane is thick at its posterior surface where it constitutes the *mediastinum testis*; at this part processes from the membrane pass on all sides so as to divide the whole gland into numerous compartments in which the lobules of the gland are lodged. These processes are called *dissepiments*. The tunica albuginea as before said consists of fibrous tissue crossing in different directions.

2nd. *Tunica vasculosa*.—This is a layer of blood vessels supported by a layer of cellular tissue. It not only covers the whole inner surface of the tunica albuginea, but sends in processes which enter the substance of gland with the dissepiments given off by the latter membrane.

*Glands called Testes*.—These are two oval bodies flatted on their sides. Each has an external and an internal surface, a superior and an inferior extremity and an anterior and a posterior border. The superior extremity looks outwards, upwards, and forwards; the inferior directed downwards, backwards, and inwards.

*Structure of the testis*.—On making a longitudinal section it will be seen that the whole substance consists of a greyish white mass made up into lobules; each of them is pyramidal in shape; the base directed towards the external surface and the apex towards the mediastinum. Each lobule rests on the dissepiments as before mentioned, and consists of two or more convoluted tubes called the tubuli seminiferi. Each of these tubes is about  $\frac{1}{300}$  of an inch in diameter, and some of them are about 3 feet in length. Each consists of a delicate basement membrane and epithelium which is speroidal at the part where the secretion goes, and columnar in the rest of its course. The tubuli seminiferi commence either by loops or free coecal extremities; but none of one lobule communicate with those of another. They end by about 20 or 25 straight vessels which are named the vasa recti, these vessels pass through the mediastinum in which they form a network with the blood vessels entering that part and this portion is called the rete testis. After having made this network they assume the form of cones which are called *coni vasculosi*. These cones form the head of the epididimis. From these the cones join and form the body of the epididimis

BRIJONATH BUNDUO.

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## BOTANY.

Answer 1. Latent buds are those that are not developed, but lie dormant never to come out in future, unless under very favourable

conditions to regular buds, on the contrary develop into branches and leaves, and continue the growth of the stem in an upward and lateral direction; in the former case their position is terminal, in the latter at the axils of leaves.

2. The *apparent* difference between an inferior and a superior ovary is, that in the former case, the stamens seem to arise from above the ovary, and in the latter from below it; but the *real* difference lies in the calyx being adherent to the ovary in the first, and free in the second case.

3. Disk is that part of the Torus or Thallamus, which intervenes between any two whorls of the floral parts. It represents the internode between these two whorls of modified leaves, and is produced by the shortening of it (internode.)

4. An ovulum is generally composed of two coats, called the Primine and Secundine, and a nucleus. 1. *Primine* is the most external coat, and according to some Botanists is first developed. It forms an entire covering except at the organic apex of the seed, when it has a small opening called "Exostome." 2. *Secundine* is the next coat, immediately in contact with the nucleus and like the Primine has a hole in the apex, named Endostome. These two openings the Endostome and the Exostome, together form the "Micropyle" of the ovulum or the foramen through which the pollen tube enters in fecundation, and afterwards the radical shoots out in germination. 3. *Nucleus or Tercine* is the essential part of the ovule and in some plants is the *only* part present. It first forms a small shut sack without any cavity within it, but gradually the "embryo sack" is developed in it and in some instances another layer of cells is formed between the embryo sack and the wall of the nucleus. To connect this layer, and the embryo sack, with the description of the other coats they have been named respectively quartine and quintine.

5. The radicle is directed towards the organic apex of the ovule, which is indicated by the foramen or micropyle already described in the answer 4th, so by only ascertaining the position of this point, we will know the future direction of the radicle. The direction of the plumule is indicated by the organic base of the ovule, which is chalaza.

6. When the mature carpels of a single flower, unite with each other either partially or completely, they form a syncarpous fruit; but if they remain distinct and separate, each of these carpels, become an apocarpous fruit. Apocarpous fruit is usually produced by a pistillum formed of a single carpel only.

7. Arillus is an adventitious coat, partial or complete, developed on the impregnated ovules of some plants, such as nutmeg, lechce, &c. It lies external to all the coats of the seed and is formed by a kind of "*hypertrophy*" of the Funiculus.

8. Pine Apple is an aggregate fruit formed by a spike of flowers which has become succulent. The name of this variety of anthocarpous fruits is "sorosis." The edible part of the lechce is the arillus described in the answer 7th. Mango belongs to the class of apocarpous indehiscent fruits, and is itself a drupe.

9. All regular flowers, that is such as have all the whorls of floral parts present, belong to the division diclamydæ. Monoclamydious flowers have only one whorl of floral envelopes (which is calyx generally) and in aclamydious flowers both the whorls of floral envelopes are absent.



10. *Akkund* (*Callotropis gigantia*) *Anuntmool* (*Hemidesmus Indicus*) are the noted medicinal plants of this order used by the *hakims* and *boidos*, but there are others not used in *regular* native medical practice but possessing potent virtues in some particular disease—one of these is *Chagulbatty*.

11. Turmeric is derived from a plant, belonging to the natural order Zingiberaceæ.

12. Simple opposite leaves with interpetiolar stipules are the diagnostic characters of the family Rubiaceæ. As this plant possesses these characters it must belong to the natural order Rubiaceæ.

NIL MADHUB MOOKERJEE.

## CHEMISTRY.

I. When solids are converted into liquids, and the latter into gases, a large quantity of their sensible heat becomes latent, producing cold in consequence. This is the principle, upon which all the processes for producing artificial cold depend; but as the degrees of cold vary directly as the quickness with which the solids melt, and the liquids vaporize, the object of all classes of processes is to produce such conditions, by which solids melt and liquids evaporate speedily. Mixtures of ice and salts, of salts and acids and of ice, salts and acids, are used respectively to lower the temperature of bodies.

Cold may also be produced, by promoting speedy evaporation of liquids, such as of water, ether, &c. The causes which prevent the attainment of greater degrees of cold, than have been hitherto reached, are the pressure of the atmosphere. And the temperature of the surrounding media.

II. The most noted combinations of Fluorine are 1. Hydro-fluoric acid. 2. Terfluoride of boron. 3. Terfluoride of silicon and 4. Fluoride of calcium.

1. *Hydrofluoric acid*—*H Fl* is a liquid, of a very pungent and irritating odour, and corrosive taste. When it comes in contact with the skin, it burns it, and inflicts severe injury; and the sore that is produced does not heal easily. It fumes strongly on exposure to the air, and has strong affinities for many substances. It forms with many metallic oxides, fluorides of those metals— $MO + H Fl = M Fl + H_2O$ .

2. *Terfluoride of Boron*—*Br Fl<sup>3</sup>* is a pungent gas, of a grey colour, which fumes strongly in air. This gas is absorbed by water, which decomposes it, forming in the first instance, boracic acid and hydrofluoric acid, and afterwards, in combination with one equivalent of water, borofluoric acid. This last acid forms with potassium, the compound called borofluoride of potassium, from which boron is obtained.

3. *Terfluoride of Silicon*—*Si Fl<sup>3</sup>* is a liquid, but in other respects, is very analogous in properties to terfluoride of boron. It is also decomposed by water, and forms a remarkable compound called hydrofluosilicic acid, which forms with potassium a combination, similar to borofluoride of potassium. Fluosilicic acid has a strong affinity for potash, and is the effectual means of separating it from many of its salts.

4. Fluoride of calcium—*Ca Fl*—fluoride of calcium or fluorspar is found in crystals of different shapes, and colours, on which account, it

is used for ornamental purposes. Fluorine has the greatest affinity for silicon whether free or combined, so all the compounds of fluorine have one common character, namely that when acted on by any stronger acid, their fluorine is set free, and acts strongly on glass. Fluoride of calcium when acted on by  $\text{HO SO}^3$  gives off fluorine, which etches or corrodes glass.

III. There are two kinds of tannic acid—The type of one is that which exists in nut galls, oak bark, &c. And that of the other is found in catechu, kino, &c.

The first kind of tannic acid is obtained by pouring ether, on powdered nut galls, in an apparatus of displacement; the ether carries with it all the tannic acid, and collects itself in the lower part of the apparatus in two strata—the lowest of which contains all the tannic acid. This stratum is separated, and tannic acid obtained by evaporative *properties*. It is of a white colour, and not at all crystalline. It has a strong astringent taste, and is soluble in water, and cold alcohol. Tannic acid when exposed to the influence of air for some time, becomes converted into gallic acid, but the exact nature of the change is not fully understood. Sulphuric acid causes in this acid a precipitate, which is a compound of  $\text{SO}^3$  and tannic acid—If the precipitate be made in hot  $\text{SO}^3 \text{ HO}$ , and afterwards boiled in the same acid, the whole of the tannic is converted into gallic acid—*Tests of tannic acid*—1 Persalts of iron give in solutions containing this acid, a dark inky precipitate.

2. With gelatine this acid combines forming a curdy precipitate. The process of tanning, or the conversion of hides into leather depends upon this affinity of tannic acid for gelatine.

3. Most vegetable bases are precipitated by tannic acid. The second kind of tannic acid is obtained from catechu or kino, and is of a brownish colour. It does not give a *black*, but a dirty greenish brown precipitate with persalts of iron.

IV. Soap is the combination of a fatty acid, with an alkaline or earthy base. It is generally prepared, by acting on animal fats or vegetable fixed oils, with an alkali or alkaline earth, and the theory of the process is the following—fatty acids exist in combination with a base, which is oxide of glyceryle. And the process of saponification consists in replacing this organic base by an alkali or earthy base. True soaps are soluble in water, and this solution has an oily feel.

1. Oxygen is obtained by heating chlorate of potash with 1-10 of its weight of peroxide of manganese. Peroxide of manganese is not decomposed itself, but promotes in a high degree the separation of oxygen from chlorate of potash. The following equation explains the change— $\text{Cl O}^5 \text{ KO} + \text{Mn O}^2 = \text{Mn O}^2 + \text{K Cl} + \text{O}^6$

Oxygen is also obtained by heating  $\text{MnO}^2$

2.  $\text{Mn O}^2 = \text{Mn}^2 \text{ O}^3 + \text{O}$ , or by acting on it with  $\text{HOS}$ ;  $\text{O}^3 - \text{Mn O}^2 + \text{HO SO}^3 = \text{MnO SO}^3 + \text{HO} + \text{O}$ .

If peroxide of mercury be heated, it gives off oxygen, being itself reduced into protoxide,  $2 \text{Hg O}^2 = 2 \text{Hg O} + \text{O}^2$  But one of the best processes for obtaining it, is by heating bichromate of potash, when the following changes take place— $2 \text{K O } 2 \text{Cr O}^3 = \text{Cr}^2 \text{ O}^3 + \text{K}_2 \text{O Cr O}^3 + \text{O}^3$

*Properties.* It is a gas, transparent and colourless; without taste or odour. Its sp. gr. 1.111—And has never been liquified. It combines with all elementary bodies with the exception of perhaps



fluorine, and forms with them compounds which have either acid or basic properties. It is a combustible gas, and is the source of all combustions slow or quick, that are carried on in our atmosphere. Many substances have a strong affinity for it, and combine with it with the development of heat and light.

*Tests.*—1. A match of wood faintly lighted takes fire and burns vividly in the gas.

2. A red hot wire of metallic iron burns in it with vivid scintillations.

3. Phosphorus burns in it with a bright dazzling light which the eye cannot endure.

NIL MADHUB MOOKERJEE.

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## MATERIA MEDICA.

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### *Morning Paper.*

*Answer 1.* The circumstances which modify the action of medicines on the human system are 1 age, 2 sex, 3 climate, 4 habits and occupations, 5 disease, 6 idiosyncrasy, 7 combinations with other medicines.

1. *Age* is one of the principal modifying circumstances, on account of the constitutional powers being gradually developed from infancy to manhood, and declining from the latter (though not in a fixed or uniform ratio) to old age. In consequence then of the different physical and vital strengths possessed by the infant, adult, and old man, the action of medicines varies considerably in reference to the age of the individual. The same dose which the adult bears with impunity, proves in many instances a dangerous poison to an infant. To afford some guide to physicians, tables of doses graduated from the first month of life to adult age, have been formed from the accumulated experience of many practitioners.

2. *Sex.* Some difference in the action of medicines arises from this circumstance also. This is chiefly in consequence of the great difference in the generative systems of the two sexes. The class of medicines called Emmenagogues can only act on the female sex, the organ on which they act being absent in males.

3. *Climate* modifies the action of medicines, chiefly by producing in the constitution of individuals, different susceptibilities for different classes of remedies. The natives of India can bear the action of purgatives better than those of Europe; but the latter on the other hand bear bleeding better than the former.

4. *Habits and occupations* have great influence in modifying the action of medicines. Persons living in low damp apartments, badly fed, badly clothed and ill protected from the influence of malaria and other debilitating causes, cannot well bear an antiphlogistic treatment. Opium eaters, can bear a far larger dose of their favourite drug than can be conceived. Workers in the manufactories of bleaching powder, would feel no inconvenience in an air impregnated with chlorine gas.

5. *Disease.* To illustrate the influence of disease in modifying the action of medicines, I need but refer to the action of opium—In the

atter stages of pneumonia and bronchitis, in tetanus, delirium tremens, some varieties of insanity, hydrophobia, uterine hemorrhage, colic pains &c., the action of this drug is greatly modified. The same thing may be observed in the case of mercury and Tarter Emetic in inflammatory diseases.

6. *Idiosyncrasy*. This circumstance produces in many instances very anomalous effects. Some constitutions are peculiarly susceptible to the action of mercury, in them very small doses of this drug produce dangerous symptoms; others are very liable to be narcotized by very small doses of opium.

7. *Combination with other medicines*. To illustrate this modifying circumstance, I may refer to the combinations of ipecacuan and opium, camphor and opium, and tartar emetic and opium. The first is one of the best diaphoretics, the second, (compound tincture of camphor) possesses the advantage of not producing the subsequent effects of opium, and the third, one of the best remedies for delirium tremens.

*Answer II.* Proofs of absorption of medicines are 1st demonstrative and 2nd presumptive.

1. *Demonstrative proofs*, were afforded by those instances in which the substances have been actually found in the blood, tissues of organs, secretions, and excretions. Alcohol, arsenic, ferrocyanide of potassium, opium &c., have been detected in the blood, and turpentine, rhubarb, cantherides &c., are generally found in the urine of persons treated by these substances.

2. *Presumptive proofs*. Action of local remedies on the whole system—Affections of internal organs by remedies applied on the surface, and the cure of diseases in the most distant parts of the frame, effected by introduction of medicines into the stomach, afford strong *presumptive* evidence that medicines are absorbed; in fact, the absorption of medicines, was anticipated long before it was proved demonstratively.

*Answer III.* Emetics are those medicines, by the action of which the contents of the stomach are evacuated, by an antiperistaltic action, through the mouth. According to the theory of Dr. Marshall Hall the act of vomiting is an excito-motory action—the impression which the emetics make on the nerves of the stomach, is carried by incident fibres to the ganglia or through them, to the cord and thence reflected on the motor fibres supplying the stomach and the expiratory muscles. Emetics are divided into specific and local. The first order have a specific action upon the stomach through whatever channel they are introduced. Tartar emetic is the noted example of this order.

The vomiting produced by the action of arsenic is also specific, since it acts on the stomach through whatever passage it is introduced into the system.

The second order of emetics, act only by their local irritant action, sulphate of copper, and sulphate of zinc are examples of this order.

*Answer. IV.* The chief points of importance that demand attention in regard to the medicines themselves are, 1, their doses—2, pharmaceutical combinations—3, the strength of these combinations—4, the actions of the medicines themselves and of the different preparations of these medicines—5, combination with other medicines—6, the nature of the malady and its complications.

*In regard to the effects to be produced by them.* 1,—intervals at which they are to be taken—2, regulation of the external circumstances, such as the air and temperature of the sick room, use of bed clothes, use of diluents—3, nature of the disease.



*Afternoon Paper.*

No. 1—Contains Nitre. Nitrate of potash is distinguished from other salts by, 1 deflagrating when mixed with charcoal and set on fire; 2, by crystalizing from its solutions in fluted prisms; and 3, by giving off vapours of nitric acid when mixed with sulphuric acid and heated. Besides these, its special properties, it possesses the characteristics of salts of potash and of nitrates. I may notice these characteristics generally. It gives precipitates, with perchloric, tartaric, fluosilicic, carbazotic and racemic acids, and with bichloride of platinum. When sulphuric acid is added to a solution of nitre or any nitrate, it renders proto-sulphate of iron brown, converting it into persulphate.

No. 2—Contains sesqui-carbonate of ammonia. Its distinguishing tests are:—1, it gives no precipitate with sulphate of magnesia, with which it forms a soluble double salt. 2. When mixed with a stronger acid, it effervesces, giving off carbonic acid. 3. It precipitates salts of zinc, of alumina, of iron, and of baryta.

No. 3—Contains nitrate of copper. 1. When  $\text{HOSO}^3$  is added to a solution of this salt, it changes the colour of proto-sulphate of iron brown. 2. It gives a bluish white precipitate with potash, but with ammonia, the colour of the precipitate is violet blue. 3. Sulphuretted hydrogen gives a black precipitate. 4. Bichromate of potash a claret red precipitate. 5. The salt is reduced to the metallic state by iron, steel, and zinc.

No. 4—Contains nitrate of silver. 1. Like the other nitrates it converts the proto-sulphate into persulphate of iron when acted on by  $\text{HOSO}^3$  2. It is soluble in water, and like the other compounds of silver, is sensible to the action of light. 3. Alkalies give a brown precipitate with a solution of it. 4. Sulphuretted hydrogen precipitates a black sulphuret of silver. 5. It is reduced to the metallic form by copper, zinc, and mercury. 6. With bichromate of potash it gives a red precipitate. 7. With iodide of potassium, a whitish yellow precipitate. 8. When it is ammoniated, it gives a yellow precipitate of arsenite of silver with  $\text{As}^2 \text{O}^3$  or its salts.

No. 5—Oxalic acid. 1. When heated alone or with  $\text{HOSO}^3$  it is wholly volatilized, being converted into  $\text{CO}^2$  and  $\text{CO}$ . 2. With nitrate of silver it gives a white precipitate of oxalate of silver. 3. With lime water or a soluble salt of lime, it gives a precipitate of oxalate of lime. This test is very characteristic.

No. 6—Sulphate of magnesia—1. It crepitates when heated, giving off its water of crystallization, and is very soluble in water, from which it crystallizes in small slender prisms. 2. It gives a white precipitate with the alkalies, and their carbonates, with the exception of carbonate of ammonia, with which it forms a soluble double salt. 3. With oxalate of ammonia it gives no precipitate, but forms a double oxalate of ammonia and magnesia. 4. When carbonate of ammonia is first added to a solution of sulphate of magnesia, and then phosphate of soda, an insoluble double phosphate of soda and magnesia is thrown down. This is the most characteristic test of the presence of magnesia.

No. 7—Iodide of potassium. 1. It gives a bright yellow precipitate of iodide with soluble salts of lead. 2. With salts of silver a whitish yellow precipitate. 3. Proto-salts of mercury a greenish yellow precipitate. 4. With peroxide or persalt of mercury a bright scarlet red precipitate of biniodide of mercury. 5. When heated with peroxide of manganese

and sulphuric acid, it gives off the purple vapour of iodine, which strikes a blue colour on a starch paste held over the retort. 6. As a salt of potash it gives precipitates with perchloric, carbazotic, fluosilicic, racemic, and tartaric acid, and with bichloride of platinum.

No. 8.—Sulphate of copper. 1. It gives a white precipitate of sulphate of baryta with barytic water or chloride of barium. 2. Its other tests, depending on its being a salt of copper, are the same as those described in the place of nitrate of copper No. 3. It does not convert the proto-sulphate of iron into persulphate when acted on by  $\text{SO}^3 \text{HO}$ . 3. When this salt is ammoniated (i. e. acted on by ammonia as long as the precipitate of oxide does not dissolve) it gives a grass green precipitate with arsenious acid or its salts. The precipitate is arsenite of copper, and is called Scheele's green.

*Answer II.*—When a mixture of two equivalents of sulphuric acid, and one of nitre is distilled, nitric acid is given off in vapours which condense in a well cooled receiver. The first part that is collected, contains much impurity. The theory of the change is the following  $\text{KO NO}^5 + 2 \text{HO SO}^3 = \text{HO NO}^5 + \text{KO HO}^2 \text{SO}^3$ —The acid can also be obtained by taking one equivalent of each, but in that case the neutral sulphate is formed which is almost insoluble in water, and cannot be separated unless the retort be broken. But by taking two equivalents of  $\text{SO}^3 \text{HO}$ , hydrated bisulphate of potash is formed, which being soluble, is dissolved out by water without any injury to the retort. Besides this there is another advantage in taking two equivalents of the acid, namely, much less heat is required. Nitric acid can be as well, or rather better prepared, by the action of  $\text{HO SO}^3$  on nitrate of soda, the latter being a cheaper salt would procure the acid at a less cost.

*Tests.*—1. In contact with air it gives off white vapours, and stains all organic substances yellow. 2. When heated with copper or mercury, it gives off deutoxide of nitrogen, which in contact with air becomes converted into a red gas (nitrous acid gas). 3. With tartar emetic it gives a precipitate of nitrate of antimony. 4. With solution of potash, it forms nitrate of potash which crystallizes in fluted prisms, and possesses the characteristics described in the place of that substance. 5. It converts the proto-sulphate of iron into a brown persulphate. 6. It strikes a red colour with morphia or its salts. 7. With sulphate of narcotine it strikes an orange brown colour.

*Uses.*—It is in the concentrated state, a corrosive irritant; in the diluted state, it is refrigerant and tonic. Its uses depend upon these physiological actions, and it is, besides, specific with reference to syphilis and hepatic disease. Dose of the diluted acid is from  $\text{mx}$  to  $\text{ʒss}$ .

NIL MADHUB MOOKERJEE.

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## MATERIA MEDICA.

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### *Morning Paper.*

1. Detail the circumstances which modify the action of medicines on the human system.



The most important of the circumstances modifying the action of medicines which first comes under consideration is—

1. *Age*.—As age exerts such a powerful influence in modifying the characters, customs, habits, and susceptibilities to disease in different individuals; it must necessarily follow, that it should exert a like influence on the operations of those remedial agents, which are exhibited for the purpose of curing disease, and this, experience has amply confirmed. The different period of life which require consideration are those of infantile life—puberty—manhood or womanhood—and the decline of life or old age.

During the period of infancy, the general operation of medicinal agents are exceedingly violent and energetic, being increased or aggravated according to the largeness of the dose administered. The system however at this period is exceedingly tolerant to the influence of one of our most valuable remedies, viz. mercury, which though administered under the most favorable circumstances, can seldom bring the system so far under its influence as to cause salivation. While opium on the contrary can scarcely be administered with sufficient precaution, or in doses so small, but that it exerts an exceedingly dangerous and fatal action on the system. Even so small a dose as one minim of laudanum has, in one instance, caused the death of a child to whom it was administered.

*Puberty*.—This is the next period of life of sufficient importance to entitle consideration. At this period the human frame undergoes the most marked and visible alterations, either gradually or suddenly; and hence it is that the action of medicines suffer such remarkable modifications, that remedial agents which but a short time previous to the changes which the system is undergoing seemed to agree most, at this period seems to exert a less certain favorable influence.

*Manhood*.—During this period of life the actions of remedies are more constant and less liable to varying changes in their operations. It is during this period that the system is in the most favorable condition to resist the tendency to disease, and to combat it most effectually when it has attacked the system; Nature herself seems to favor these operations and generally with the most beneficial results.

*Decline of life or old age*.—Medicines now require to be exhibited with caution, for the system again relapses into that condition most susceptible to the influence of all impressions, whether from without or arising from within the frame itself. Many remedies are now apt to disagree or to be unfavorable in their operations, while others require administration in very small doses or in those different forms of combination which are the most likely to be mild and certain in their operations. At a still later period of life when the frame becomes decrepit, and the bodily powers are fast sinking, and when the mind itself returns to a kind of second childhood, or a state bordering on mental imbecility; 'tis then that the administration of remedies requires far greater caution than even during the earlier period of infancy; for they are then liable to the greatest uncertainty in their operation, and to be followed by sudden, unexpected, and fatal results.

2. *Sex*.—Sex has, I believe, but with few exceptions, the most general modifying influence on the action of remedies. The female sex is less tolerant of the action of strong and active remedies than the male sex, in consequence of their greater delicacy of organization. During certain periods or conditions of the system, viz. those of pregnancy, and lactation and menstruation the actions of remedies are liable to further modification.

3. The climate and season of the year influence the action of medicines in marked degree—thus during certain seasons of the year when cholera is most prevalent, the administration of saline and hydragogue cathartics should be strictly avoided, as their use has not unfrequently been attended into fatal results. They seem to excite into action those morbid germs of cholera, which might have otherwise lain dormant in the system.

4. *Temperament*—materially modifies the action of most medicinal agents. For instance allowing the division of temperaments into sanguine—phlegmatic—bilious or nervous we find that the sanguineous bears blood-letting to a far greater extent than any of the other temperaments—that the phlegmatic admits of and requires the exhibition of much stronger and more active remedies, that the nervous is extremely susceptible to the influence of stimuli, whether medicinal, or those mental passions and emotions which are often attended with the most beneficial therapeutic results, and which in like manner prevent the bringing about of such a good result. The bilious, abdominal, thoracic and the innumerable modifications and combinations of temperament which are said to exist, all materially modify the action of medicines.

5. *Habit*.—Influences the action of opium, alcohol, the smoking of stramonium and other narcotics, most powerfully, as is best witnessed when any of the above mentioned remedies are exhibited for medicinal purposes—we then find that our remedies require to be exhibited in double or treble the doses which should be necessary in ordinary cases. The doses sometimes require such enormous augmentation as would be sufficient to kill or poison another not habituated to its employment.

6. *The Constitution*.—If weak or robust influences the action of remedial agents very powerfully.

7. *Disease*.—And the stages of disease modify the action of most remedies. In tetanus and scirrhus affections opium has been taken to such an amount as might at first consideration appear improbable. In pneumonia, the action of tartar emetic suffers remarkable toleration.

8. *Idiocyncrasy*.—In many individuals has such an influence in modifying the action of mercurials on the system that  $\frac{1}{10}$  of a grain of any mercurial preparation, if taken into the system, would be immediately followed by the most disastrous results. Opium in the Malay causes a ferocious delirium, and it is during this period that they do frequently “run the muck.”

9. *The mode of combination of remedies* has much to do in influencing their actions. Combinations with some increase while with others diminish their operations.

10 *Mental influence*.—Retards or increases the operation of remedies.

Nothing so much tends to retard their operation or *distrust* of the abilities of the medical attendant, while hope and confidence in his talents and skill, are attended with the most beneficial results.

*Question 2.* What are the proofs of the absorption of Medicines? Give examples.

The proofs of the absorption are founded on (two) 2 circumstances.

1st. On their disappearance from shut cavities.

2nd. On their detection in the various secretions, tissues, and solids of the body.

a. Dr. Christison injected 4 ozs. of oxalic acid into the peritoneal cavity of a cat—after the lapse of a certain interval 3 ozs. had disappeared,



though there had been no opening or orifice from which it might have escaped—and hence the only reason which may be offered for its disappearance is the following: its absorption and entrance into the circulation.

*b.* Various medicinal agents have been detected in the different secretions of the body, either by their appropriate tests, or by the physical characters which they impart to secretions in which their presence have been indicated.

In the sweat—the odor of sulphuretted hydrogen has been readily recognised in individuals taking sulphur internally; and silver coin or watches which they have carried in their pockets had been blackened by its action.

*b.* In the urine the coloring principles of madder and rhubarb have become apparent. The use of alkalis have been followed by an alkaline condition, and of acids by an acid condition of the urine, as rendered evident by its action on litmus and turmeric. A paper dipped in the urine of a person taking nitre, will deflagrate on being dried and burnt in the flame of a candle. Iodine has also been detected in the urine after its use.

*c.* The odor exhaled by the eating of garlic so well known and the etherial odor exhaled after the use of ether may be brought forward as further evidences of the absorption of medicines. After the use of alcohol an etherial odor may often be detected in the breath. In this case the alcohol seems to undergo decomposition into the oxide of ethyl and water in its course through the circulating current.

*d.* If I am not mistaken the presence of iodine in the saliva and the mucus of the nose have been detected after the long continued administration of iodide of potassium.

*e.* In the solids of the body, I may enumerate the detection of copper in the liver, of iodine in the muscular tissue, and of mercury on the bones of some individuals.

*f.* The skin—after the long continued administration of the nitrate of silver the skin becomes darkened, in consequence of the deposition of the oxide of silver in the cutis vera. The skin of a lady who had taken iodine long, had become of a dingy brown during its administration.

*g.* The last of secretions coming under consideration is the *milk*—which has under the administration of opium and senna become capable of narcotizing and of purging the infant at the breast: a fatal case of narcotism has occurred in an infant after sucking a woman who had taken opium.

*Question 3rd.* What are emetics; how are they supposed to act; into what orders are they divided? Give examples.

Emetics are substances which when taken into the stomach cause first the evacuation of its contents; and secondly some of its own secretions and those of neighbouring organs such as mucus—gastric juice—and sometimes of bile.

They are supposed to act by causing an inverted peristaltic action of the muscular fibres of the stomach and œsophagus—which is induced by irritation communicated to the termination of the ultimate filaments of the pneumogastric nerve. The abdominal muscles and diaphragm are concerned in the action of vomiting. The action of vomiting, and consequently the action of emetics, is supposed to depend on reflex action.

The stimulus being conveyed by the incident or sensory filaments to the nervous centre—and being from thence reflected by the motor filaments to the muscular fibres to which they are distributed.

Emetics are divided into direct and indirect—one operating on the living system and producing its full emetic effect even though applied to a distant part of the system, the other operating only when brought in contact with the stomach itself. I may adduce as an example of the first.—Tartar emetic which produces its full emetic action even if it be but injected into the veins—as examples of the latter I may enumerate the sulphate of zinc and copper. Besides these (2) two great divisions of emetics into direct and indirect, we have a further subdivision of them into vegetable and mineral—as examples of the former I may mention ipecacuanha and squill, two of the most important of our remedial agents; and of the latter the sulphate of zinc, the sulphate of copper and tartarized antimony, are those most frequently employed. A rocking motion of the body, often acts as an emetic—best witnessed in people who have not been accustomed to the rocking motion of a vessel.

*Question 4th.* What are the chief points of importance that demand attention in prescribing medicines? 1st as to the medicines themselves. 2nd as to the effects to be produced by them.

1st. As to the medicine chiefly.

- a. It should be exhibited in the most *palatable* form.
- b. The remedies if from vegetable kingdom (such as extracts) should be fresh and not of so long a standing as to have suffered decomposition.
- c. They should be exhibited in the most *convenient* forms, either as pills, decoctions, tinctures or infusions, and should not be too bulky; if the pilular form be preferred—a pill never exceeding 5 grains.
- d. If administered in combination the prescriptions should not be too complex.

- e. Incompatibles should never be prescribed together.

2ndly. As to the effects to be produced by them.

- a. They should never be so combined or in too complex a form that they might interfere with each other's operation, and defeat the purposes for which they are intended.

- b. They should be so exhibited as to modify each other's action if violent, and to increase each other's action if not sufficiently powerful when alone and uncombined.

- c. Medicines should be administered at period of the day when their action is attended with the best results—as the morning for purgatives.

- d. Those medicines should be avoided which disagree with any particular individual.

- e. In some diseases the previous tension—fulness of the circulating system—should be reduced by depletion and purgative, previous to the administration of other remedial agents: E. G:—Digitalis should never be given in the active forms of dropsy without having preceded its administration by the use of the lancet.

- f. The doses of remedies should be so regulated as not to produce a different result from that intended.

- g. The action of remedies should always be assisted by attention to cleanliness, diet, &c.,

- h. The patient should have confidence in the utility of the remedies he is taking.



*Afternoon Paper.*

**Question 5.**—Identify the substances marked 1, 2, 3, 4, 5, 6, 7, 8, and give their characteristic chemical tests by which each is known.

No. 1. Nitrate of potash, known to be a salt of potash, by the proper tests for that alkali, which are the following :

1. Its communicating a pink flame to alcohol.
2. By giving a yellow precipitate with the bichloride of platinum.
3. By yielding crystals of the bitartartrate of potash—when set aside after the addition of tartaric acid.
4. By yielding a yellow precipitate on the addition of carbazotic acid—the carbozotate of potash.

As a nitrate it may be known—

- 1st. By its deflagrating on being set fire to with charcoal.
- 2nd. By the appropriate tests for nitric acid.

No. 2. Carbonate of ammonia, known to be a salt of ammonia.

- 1st. By its pungent and irritating odor.
- 2nd. By striking a deep blue with the sulphate of copper forming the *ammonio cupri-sulph.*

3rd. By fuming strongly when a rod dipped in hydrochloric acid is held over a jar containing the carbonate of ammonia.

4th. By giving a yellow precipitate with the bichloride of platinum.

It is known to be an alkali—

- 1st. By its turning vegetable blue into green.
- 2nd. By its restoring the color of litmus reddened by an acid.

It is known to be a carbonate—

1st. By the evolution of carbonic acid, when the carbonate is saturated with quicklime.

No. 3. Acetate of copper.

It is known to be a salt of copper—

- 1st. By striking a deep blue with a solution of ammonia.
- 2nd. By obtaining a coating of metallic copper, on an iron knife when dipped into its solution.

As an acetate it may be recognised—

1st. By the evolution of fumes of acetic acid on the addition of sulphuric or any other stronger acid.

No. 4. Nitrate of silver.

Known to be a salt of silver—

1st. By the precipitation of the chloride of silver on the addition of Hydrochloric acid or any soluble chloride ; which is further recognised by being a horny mass, blackening on exposure to light ; being insoluble in nitric acid, but soluble in a strong solution of ammonia ; this is the most characteristic of its tests.

2nd. By obtaining a button of metallic silver on reducing the chloride so obtained by cupellation.

3rd. By obtaining a white precipitate of the cyanide of silver on the addition of Hydrocyanic acid—or a soluble cyanide.

4th. By the precipitation of the oxide from a solution of the nitrate on the addition of solution of strong caustic potash.

5th. With a solution of Arsenious acid—a lemon yellow precipitate of the arsenite of silver is obtained.

6th. With hydrosulphuret of ammonia or by transmitting a stream of sulphuretted hydrogen gas through a solution of the nitrate, a black precipitate of the sulphuret of silver may be obtained.

As a nitrate it may be recognized—

1st. By the appropriate tests for nitric acid.

No. 5. Oxalic acid.

Known to be an acid.

1st. By its sour taste.

2nd. By turning litmus paper red.

3rd. By forming an insoluble salt with lime, the oxalate.

4th. By its perfect solubility in water.

5th. By being dissipated and volatalized by heat.

No. 6. Sulphate of magnesia.

Known to be a salt of magnesia.

1st. By adding a phosphate of soda, a white precipitate is obtained of the phosphate of soda and magnesia.

As a sulphate—

1st. By giving an insoluble precipitate of the sulphate with a salt of Barytes.

No. 7. Iodide of potassium known to be a compound of iodine.

1st. By striking a deep blue with a solution of starch, the iodide of starch—on the addition of nitric or hydrochloric acid to its solution or the deep blue may be obtained with starch by means of free chlorine.

Its own peculiar tests are—

1st. Its giving a fine yellow precipitate with the acetate of lead—the iodide of lead.

2nd. Its giving a light yellow colored precipitate of the iodide of silver, on the addition of nitrate of silver.

3rd. Its giving a beautiful scarlet precipitate of the biniodide of mercury, on the addition of the bichloride of mercury.

As a salt of potash, it may be recognized—

1st. By the appropriate tests for potash.

No. 8. Sulphate of copper, known to be a salt of copper.

1st. By striking a deep blue with a solution of ammon:—the ammoniac-sulphate of copper.

2nd. By throwing down when in solution a light whitish green precipitate of the hydrated oxide of copper, on the addition of a strong alkali.

3rd. By the chestnut brown precipitate obtained on the addition of the fereocyanide of potassium.

*Question 6.*—The preparation, uses, tests, and doses of nitric acid.

Nitric acid  $\text{NO}^5$

*Preparation.* Nitric acid is best obtained by heating nitrate of potash with 2 equivalents by weight of hydrated sulphuric acid; in the decomposition which ensues, the nitric acid is given off and condensed in the receiver while the sulphuric acid unites with the potash of the nitrate of potash and forms the bisulphate of potash which remains in the retort, and from which it may afterwards be obtained by washing it out with water.

*Uses.*—Nitric acid is a tonic, antisiphilitic refrigerant, antilithic, and a caustic disinfectant: externally it is employed as local application to bites from rabid animals, as a caustic to warts, excrescences, to sloughing ulcers, phagedenic ulcers and sloughing phagedena, as a local application in lepra; as a stimulant it is employed when much diluted as a local application to indolent weak and ill conditioned ulcers, still further diluted nitric acid may be employed as a gargle in ulcerations of the throat. In the form of ointment it may be employed in some cutaneous affections; internally, as a tonic, nitric acid has been used in dyspepsia, as an antili-



thic in those morbid conditions of the urine where a tendency to the phosphatic deposit exists; as a refrigerant well diluted in fevers; as a tonic and antisymphilitic in secondary syphilis where the constitution is much debilitated, has undergone a course of mercury, and the further administration of mercurials is inadmissible. Nitric acid has been much employed in chronic hepatic and biliary derangements. As a dis-infectant nitric acid has been employed for the purpose of fumigating jails, prisons, and work-houses.

*Tests.* Nitric acid decomposes rapidly and oxidizes metallic copper—gives off fumes of nitrous gas—and forming a blue deliquescent salt the nitrate of copper. With bases it forms salts which deflagrate on being heated with charcoal—combustion quickly ensues on being added to oil of turpentine or phosphorus: When mixed with hydrochloric acid it forms a mixture which decolorizes indigo, and dissolves gold leaf. It stains the skin and wollen cloths yellow; the color being heightened on being washed with soap. The presence of nitric acid in a solution supposed to contain it may also be ascertained by the following test. Add to the solution a salt of iron, green vitriol, and then some sulphuric acid, if nitric acid be at all present, a brownish red line will indicate its presence at the point of junction of the two fluids. Nitre acid is extremely acid and corrosive, possessing the properties of a mineral acid in a high degree.

*Doses and officinal compounds.* Acid nitric—applied only externally as a caustic, Unguent: Acid: Nit—also for external application—Acid Nit Dil m xx to m xxx three times a day in Decoct Sarz.

C. DOYLE.

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## SURGERY.

*Question 1.*—Describe the two forms of Erysipelas, their course and terminations, and what treatment you would adopt in each form of the disease.

The two (2) principal forms of erysypelas which demand the greatest attention are the simple cutaneous and phlegmono-cutaneous.

1. *Simple cutaneous.*—In this form of the disease inflammatory action is advanced a few degrees above that of erythema; there is a greater degree of redness, pain, or rather prickling sensation, heat and swelling; the color is that of a fine rosy red, by pressure the part becomes dimpled, and of a pale color; which however quickly vanishes, and the parts recover their previous tint on the removal of the compressing agent. By pressure the capillaries are emptied of their contents, but on removal of the pressure they become refilled, in consequence of the free and unembarrassed state of the circulation. This form of erysypelas may under unfavorable circumstances merge itself into the second variety, but usually the morbid action of the part subsides, and it terminates either by simple *resolution* or by vesication, and desquamation. Serum being effused either externally or internally—when internally there is generally a greater amount of pain and tension.

The constitutional disturbance usually attendant on this form of erysypelas bears in the majority of cases a sthenic and inflammatory type; there is present a hot skin; quick pulse; scanty and high colored urine; restlessness; loss of appetite; furred tongue, and other evidences of a disordered state of the primæ viæ.

The *treatment* adopted in this variety of erysypelas should in the first place be a strict attention to the state of the bowels and digestive functions. Secondly, to reduce the febrile disturbance, especially when violent; and lastly the local treatment applicable to the case should be resorted to. Unless due attention be paid to the rectifying of the disordered state of the constitution—which may probably have been the original source of the evil then present—the local treatment would prove unavailing and ineffectual. The first indication for treatment is fulfilled by the administration of a purgative, say ℥j. of the compound jalap powder in combination with grs. vj. of calomel. In full plethoric habits it will be sometimes be necessary to exhibit even ℥iss. of the compound jalap powder, after which if the disordered condition of the primæ viæ we may administer the hyd c creta—or calomel in combination with ext. colocynth co. The indication for treatment is fulfilled by the administration of saline diaphoretics, either alone or in combination with antimonials. For instance an ounce of the sulphate of magnesia, two grains of tartar emetic, and eight ounces of water may be made into a mixture, of which the patient may be desired to take (3) three table spoonsful every hour or every second hour. The constitution will be thus favorably disposed to the treatment adopted locally, to the consideration of which we now come. Many local measures have been recommended—for instance the dusting of the affected limbs with flour; cold lotions by some, but which are I believe generally considered injudicious as they act as direct repellants, and cause an aggravation of the disorder; leeches may under certain circumstances be beneficial but in general the bites become effected by erysypelalous inflammation and cause its further extension. The most successful plan which I have seen adopted in this Hospital was punctures with the lancet in the most depending part of the limb, so as to permit of the flowing away of serum and liquor sanguinis effused, and this attended with the greatest relief to the patient; warm fomentations, and in some cases the local application of nitrate of silver, so as to blacken the skin and act as a sedative. Some have extended its application so far as to cause vesication, but this practice is not so generally followed.

In ordinary and mild cases of cutaneous erysypelas the treatment I have mentioned will, in general, be quite sufficient. In some cases it will not be necessary to resort to all the measures which I have enumerated. We now come to the consideration of 2nd variety of erysypelas; the

*Phlegmono-cutaneous*.—In this aggravated form of the disease the morbid action not merely affects the skin, but involves the subcutaneous cellular tissue, and progresses more rapidly towards its termination, and attended with sloughing. The limb which is affected becomes much swoln and of a deeper red; there is a great deal of tension and pain; the limb at times attains to such a size as to be more than twice the size of the sound, and healthy one; the skin becomes so tense and shining as to have not the slightest wrinkle about it; it appears quite brawny. By pressure we may empty the capillaries of their contents to



a certain degree, but they are not so rapidly repelled the circulation being less free and unembarrassed, than in the simpler form of the disease. If the disease terminate favorably it may be by vesication and desquamation; in the majority of cases we can scarcely hope for so favorable a termination as resolution. If the course of the disease be favorable, of course the violence of the symptoms subside and the part returns to a state of healthiness very little inferior to what it was before the period of attack. But if the course be unfavorable, the local and constitutional symptoms become urgent. The morbid action goes on to the destructive and diffused suppuration of the cellular tissue—sloughing ensues—if the *morbid action* continue unabated and progressive it goes on to the destruction of the intermuscular cellular tissue, and muscular tissue becomes involved, fascia, tendons, periosteum and even bone itself does not escape the ravages of the disease: If the symptoms become unfavorable after some local measures such as scarifications have been employed for their removal, the first indications we then have of this untoward tendency, is the dry, swollen, and gaping condition of the wound, from which shreds of dead cellular tissue separate, and come away with the forceps. Not unfrequently during the progress of the disorder, a part primarily affected and recovering itself again becomes attacked, for instance the lower eyelid, and suppuration becomes established—generally circumscribed, at times diffuse.

The constitutional and febrile disturbance as really attendant on this form of the complaint are generally of a low, asthenic character; The *prima viæ* is general much disordered as evidenced by the furred state of the tongue, confined state of the bowels, and headache.

The concomitant febrile disturbance, may either be, 1, bilious antecedent to the complaint: 2, inflammatory, accompany or antecedent, and 3, constitutional irritation—hectic, a tendency to collapse and low typhus accompany the latter stages of the disorder.

*The treatment.* We bear in mind the indications for treatment in the simple form of the disease—at the same time with the knowledge that we have to attack a much more formidable malady.

We correct the state of the *prima viæ* by purgatives—as cal and jalap, emetics, and mercurial alteratives. The febrile disturbance is reduced by means of saline diaphoretics and antimonials:—and in the latter stages of the disorder when it assumes the typhoid type, we should administer stimulants—as quinine, beer, ammonia, and opiates to allay the restlessness.

The local measures to be employed are 1st the most important—Incisions with the scalpel, and which should never be too long or numerous, but such as emergencies of the case may demand. The benefits of this mode of treatment will be soon rendered apparent by the gradual subsidence of morbid symptoms. *Fomentation* may be employed to favor the bleeding—and poultices to favor the extrusion of pus, but neither fomentations nor poultices, should be long continued as they are then more apt to do harm than good. The local application of the nitrate of silver is also here very beneficial. Mr. Liston recommends the administration of aconite in small doses at first and to subdue the reaction small after doses of the extract belladonna—a lotion of the sulphate of iron, or an ointment of the sulphate is recommended by Velpeau.

*Question 2nd.* Describe the different dislocations of the shoulder-joint, and the mode of reduction.

The chief dislocations of the shoulder-joint are four (4), viz.

1. Dislocation downwards of the head of the humerus into the axilla.
2. Dislocation forwards.
3. Dislocation backwards.
4. Dislocation (partial) upwards.

The first form of dislocation is the most common, namely, that into the axilla.

*Symtoms.*—The arm drawn away from the side, and cannot be drawn towards it, but with great pain; a lengthening of the limb; and the presence of the globular head of the humerus in the axilla; there is usually present great pain, from pressure on the axillary plexus of nerves, the arm cannot be raised—there is a flattening under the acromion; and the patient usually presents himself, supporting the fore-arm of the affected side, with the hand of the sound limb.

There are five methods of reducing this dislocation.

1. By the heel in the axilla.
2. By extension with the hand simply.
3. By extension with pulleys.
4. By extension with the arm resting on the knee.
5. By extension sitting behind the patient.

1. The patient is made to lie down on his back on a bed—the surgeon seats himself on the edge of the bed, near to the affected limb, places his heel (without the boot) into the axilla of the patient, and makes extension from towards himself as if it were. The reduction is followed by the disappearance of the head of the humerus from the axilla.

2. The patient is seated in a chair—the scapula and shoulder is fixed, and extension is made forwards and upwards by the hand.

3. The patient being seated in a chair—the scapula and shoulder is again fixed,—a cloth is rolled round the limb (which is wetted to preserve it from injury) a sheet is then fixed to the limb itself, and made into a close hitch, it is then attached to the pulley, extension being made steadily and continuously by others: the surgeon standing near the patient to watch the progress of the reduction.

4. Or the patient having seated himself, the surgeon places his foot on a chair, and bends the arm as it were over his knee.

5. In this mode of reduction the surgeon sits behind the patient, who lies down, and draws the head of the humerus gently into its proper cavity.

There are some other methods resorted to such as letting the patient hang by the weight of his body, the surgeon standing on a table, and supporting him by the hand,—this relaxes and fatigues the deltoid, the reduction then becomes easy: or by making the patient lift a weight in his hand for some time over his head—the same results and by the same means are effected.

2nd. Dislocation forwards.

*Symptoms*—The arm thrown backwards on a plane posterior to the body—shortening and immobility of the limb—a flattening of the shoulder; the head of the humerus rests below the clavicle, and near the first rib—there is less pain in this dislocation than in the preceding one.



*Reduction* may be effected by making extension of the limb backwards and downwards:—the dislocation is known to have been reduced by the disappearance of the symptom, and the natural fulness of the shoulders being present.

### 3. Dislocation backwards:

*Symptoms*—The arm shortened thrown forward, a flattening of the shoulder and immobility of the limb; in this dislocation the head of the bone rests on the dorsum of the scapula and in thin persons may be felt. *Reduction* is best effected by making extension *forwards*, and downwards.

4. Dislocation upwards—this is a partial dislocation in which the head of the humerus is thrown off partially from the glenoid cavity; in this dislocation the limb is very little shortened, it is drawn to the side, and there is a slight inequality of the prominence of the shoulder. There is another dislocation attended I believe with a rupture of the tendon of the biceps in which the utility of the limb as regards motion is much lost.

*Question 3.* Describe the operation for amputation at the shoulder-joint.

The instruments are to be all laid out, and ready at hand, and under the surgeon's eye, such as forceps, tenacula, scissors, &c. ligatures, sponges, lancets, and water, and with most essential chloroform. The assistants are selected, and the patient takes a catline (long) passes it on the right shoulder from near acromian, passes it down into the posterior fold of the axilla, cuts downwards and outwards, and makes a posterior flap of the greater body of deltoid. The flap is then drawn up by the assistant, the head of the limb is rotated outwards, the blade of the knife is then passed horizontally so as at the touch to divide the capsular and other ligaments, and by one sweep downwards the anterior flap should be made. Previous to which the artery should be secured by an assistant or pressure may be made on the subclavian or the head of the first rib. The arteries are to be tied, flaps brought together connected by sutures, and straps of sticky plaster placed between them. The patient may then be removed to bed: after the ligature has been cut, one should be permitted to hang out of the wound.

*Question 4.*—What are the symptoms of a foreign body in the trachea? What will you do to relieve them?

The symptoms which indicate the existence of a foreign body in the trachea, are a sense of uneasiness, and irritation about the throat, a dry hawking cough at first; and the recurrence of paroxysms of dyspnoea, attended with all the most urgent symptoms of suffocation; such as a livid and congested countenance, starting eyeballs, &c. On the application of the stethoscope, the evidences of its existence are placed beyond doubt, by the sound imparted to the ear as the foreign body ascends and descends in the trachea! These symptoms may last for some time, and the patient be ultimately carried off in a fit of suffocation: or almost immediate suffocation may ensue on the entrance of the foreign body into the trachea, and the patient be as suddenly carried off. In a case coming under observation like the last, the only thing that can be done is to perform the operation of tracheotomy: The patient is to be seated in a chair, with his head thrown well back and supported by an assistant, an incision is to be made about an inch and a half in length and carried down towards the sternum, this incision should be carried down through all the textures till it comes to the trachea. The inferior thyroid and external jugular veins should be avoided as much as possible. Much mischief might be prevented by having the back of the knife

directed towards the sternum. The knife should then with a cautious jerk be made to penetrate into the trachea and an opening of sufficient magnitude be made to admit of the introduction of the forceps to extract the foreign body: Sometimes the body itself will jump out with a jerk. In some cases that admit of any delay, the patient should be placed on a peculiar table adapted for the purpose, and which may be suddenly overturned—this method has I believe in one case been attended with success.

*Question 5.*—What are the symptoms of an aneurism? What may an aneurismal tumor be mistaken for? How is it to be distinguished from the diseases which it resembles?

An aneurism is a pulsating tumor situated near an artery and occurring either slowly or suddenly with a jerk cognizable by the patient: at first it is small and soft, afterwards larger and more solid; in the earlier stages becoming diminished in size and flaccid when pressure is made between it and the heart, in the latter stages this is not so apparent; the sound heard in an aneurismal tumor on the application of the stethoscope is said to be a “bellows sound;” according to its situation does it give rise to various morbid symptoms; if in the chest there is dyspnoea, and difficulty of breathing, &c. and if in the neck and in the vicinity of the œsophagus to difficulty of swallowing; when an aneurism occurs in the larger blood vessels near the heart, the circulation becomes embarrassed—cerebral symptoms manifest themselves, and the patient may become comatose.

If situated in a limb, the aneurism by its pressure on the nerves may give rise to pain and numbness, and if on the principal venous trunk to œdema. These are the symptoms of an aneurism with those derived from its presence. The question does not seem to require the different stages of an aneurism. An aneurism may be mistaken for a tumor.

A tumor situated on an artery.

For hernia.

For Psoas Abscess.

It may be distinguished from a tumor situated on an artery. By the mode of its growth, being at first soft, and small, afterwards becoming larger and more solid. By becoming small and *flaccid* on pressure being made between it and the heart, and by its suddenly refilling when the pressure is removed.

By the bellows sound.

A tumor is at first *hard* and afterwards becomes soft.

It is not affected by pressure being applied between it and the heart, except that it receives a less impulse from the artery—it does not become either diminished in size or *flaccid*.

It may be lifted completely away from off an artery.

A hernia is influenced by the action of the abdominal muscles.

If reducible, returns into the abdomen on lying down.

Psoas abscess occurs almost invariably in weak and debilitated constitution, a sense of fluctuation can be perceived in it.

*Question 6.*—How would you treat a wound of the artery at the bend of the arm occurring in venesection?

By applying a bandage—commencing by finger bandages at the fingers, then around the hand, and along the whole of the arm—and by placing a graduated compress on the wound itself—a coin may be added to make the pressure more secure and permanent. In a wound of the



artery attended with the formation of a thrombus—it has been recommended to cut into the artery, allow the contents to escape, and place a ligature both above and below the wound.

CHRISTOPHER DOYLE.

## MIDWIFERY.

What are the varieties of puerperal convulsions, the symptoms, pathology, and treatment of each?

*Varieties.*—We have described in books 4 varieties of puerperal convulsions, viz., the epileptic, apoplectic, hysterical, and anæmic, but, we have been told, that practically there are only 3 varieties, the apoplectic being left out.

*Symptoms.*—1. Of epileptic or true puerperal convulsions. Of the premonitory symptoms.

These are in many respects allied to those so frequently noticed prior to an attack of apoplexy.

Sometimes we may notice, (or the patient does so herself,) a loss of memory, her speech sometimes falters, or words are left out of a sentence, or they may be transferred out of their proper position in the sentence.

At other times a fixed pain is complained of in some part of the head, the fingers have been noticed to tremble, and objects cannot be held firmly, or there may be fear and despondency.

*Symptoms during the attack.*—Convulsions may occur during any period of utero-gestation, and even after labour, but they most frequently come on at the commencement of the 2nd stage.

The attack is sudden, and very frequently unexpected either to the patient or the friends at her bed-side.

The spasms are general, every muscle is violently contracted—the features are horribly distorted, the face turgid with blood—the tongue is often protruded and severely wounded by the clenched teeth—the pulse is not much affected with regard to frequency, but it is generally full and incompressible, and the skin is warm.

In about ten minutes the convulsions cease, and the patient lies quite calm. Very often she is completely insensible during the interval, and it is said that the more complete the insensibility the more unfavourable our prognosis, but frequently she is able to answer questions rationally, but has no recollection of what has just occurred. Those around her think that she has completely recovered, but soon they are undeceived, and, again and again is the same scene acted after irregular intervals.

During all this, labour may proceed and be completed without it being noticed. The child has been found smothered beneath the bedclothes, and the woman perhaps endeavouring to remove something from between her legs. A common epileptic fit occurring during labour may be distinguished from this form, by the symptoms and general appearance of the patient, and particularly by the previous history.

The pathology of true puerperal convulsions is still but imperfectly understood. It seems in many respects allied to apoplexy, for although in apoplexy we seldom have convulsions, still the circumstances in

which both occur—the habit of body, short neck, fully developed chest, plethora, &c., the full labouring pulse, the puffy, slow breathing, &c., and the treatment required.

There is a close connection between the state of the uterus and these convulsions. We find that the convulsions commence with the 2nd stage of labour; when the membranes burst and the head impinges on the os uteri. It has also been noticed that the convulsions very generally cease when labour is completed.

Too great ossification of the child's head, a tendency to inflammation of the uterus, or irritation about the ovaries, &c. have also been found in connection with puerperal convulsions, but whether there is any cause and effect of relation between these and the disease, I cannot say.

Post mortem examination has not disclosed any inflammatory affection of the brain, spinal cord, or their membranes.

The occurrence of labour and its completion during the seizure, would lead us to expect that the spinal cord was not implicated.

That the brain is affected there is no doubt, but there seems to be mere congestion and not inflammation.

There is seldom any rupture of blood vessels—if this should occur we might truly call it an apoplectic puerperal convulsion. Paralysis general or partial, has seldom been noticed with puerperal convulsions.

We might expect to have the pathology of this kind of convulsion explained by Marshall Hall's true spinal or reflex system but at present it is very obscure. Treatment of epileptic or true puerperal convulsion is often very satisfactory. Those ignorant of this would suppose that the disease, apparently very formidable, would frequently prove fatal.

During the convulsion we merely prevent the patient from doing herself harm, keep her head elevated, and place a padded piece of stick in the mouth to prevent the tongue from being wounded.

When she becomes calm, we are more active. Venesection is very generally required in this form of puerperal convulsions, a full and free bleeding so as to effect the pulse, and this may be repeated in a few hours if it seem necessary. We must be guided according to circumstances—if the pulse continues full and the convulsion unalleviated, we may bleed again.

Local bleeding—leeches or cupping glasses are recommended to be applied to the head, and they are often useful, particularly if the scalp feels hot—cold lotions may also be applied and the head shaved, of course we must not do this last unnecessarily.

Purgatives, particularly the drastic ones and those which seem to derive from the head. If the patient is insensible, we can drop croton oil on the tongue, mixing it with calomel, or if the patient can swallow, being sensible, we give calomel gr. x. and jalap grs. x. to xv. followed in about 4 hours by sulphate of magnesia and senna—if in 8 or 10 hours the bowels have not been freely opened an injection can be administered of castor oil and turpentine each  $\mathfrak{z}\text{j}$  with a pint of warm water or conjee, the senna draught may be repeated and mercury be administered in the same or in another form.

Supposing labour has been completed and the convulsions have been relieved to a very great extent, the treatment is much the same but less severe.

We now give calomel or blue pill with colocynth and camphor—opium may now be used with safety if the symptoms require it, if the patient is exhausted and obtain no sleep, keeping the bowels freely open.



If the convulsions continue in a very severe form, and the foetus has not been expelled, we must bring on labour, for as I have said when the uterus has been emptied, the convulsions often cease.

During the attack it is well to know whether labour is proceeding, but we must not constantly be making examinations for the convulsions seem to be increased and convulsions have even come on, while the inner surface was being irritated, when before there was no sign of them.

The removal of the foetus being our last resource, how are we to bring on this desirable event?

The operation of turning has been advised, but it is dangerous.

It is a difficult operation, particularly if the liquor amnii has been expelled, the os is undilatable, and the uterus acting and above all it requires great handling of the uterus, which aggravates the disease.

We therefore endeavour to bring on labour by evacuating the liquor amnii, and using the long or short forceps according to circumstances.

If this form of convulsion occur either before or after, our treatment is less severe but on the same principles. The diet is at first always low, but after recovery tonics and even stimulants may be required.

Hysterical convulsions occurring during the puerperal state differs in no respect from hysterical fits.

The pathology of this disease is always obscure, unlike the epileptic form, it generally occurs if not in anæmic at least in weak, unhealthy or cachectic states of the frame.

It may and often does depend on a deranged state of the genital organs, or upon spinal irritation. The moral and physical circumstances connected with labour, often excite the disease at that period. The *symptoms* are those of a common hysterical fit—they may be distinguished from the former, by the alternate fits of laughing and crying, by the insensibility never being complete, the answers being rational, the pulse and respiration being calm. By the previous history of the case, the appearance of the features and the convulsions being less violent, &c.

*Treatment of the hysterical form.*—In this form depletion is never borne to any extent.

We treat the case as we would a common hysterical fit. Use the cold douche to the head and administer stimulant antispasmodics—such as the ammoniated tinc. of valerian, tinc. of assafoetida, ℥ss. to ℥; āā, tinct of opium gtt. xx. or ℥ss, camphor mixture ℥j and repeat this if necessary—injections may also be used containing the same substances.

3rd form—Convulsions occurring during the puerperal state connected with anæmia.

It is well known that when an animal is bled to death, convulsions generally precede the termination of life; this form of puerperal convulsions seems to depend on the same pathological state—the convulsions being probably augmented by their occurring during labour.

*Symptoms* cannot be mistaken for those of any other variety especially of the first. The patient bloodless and exhausted either from hæmorrhage or other exhausting discharges.

Her face and lips are pale—the extremities cold, perhaps oedematous—skin cool and often moist—the pulse, that of exhaustion very quick 100 or more and feeble, there may be slight delirium but generally there is not, the patient is sensible when the convulsions are not present and she is often very restless.

The treatment is just the opposite to that for the first or epileptic form. We administer stimulants with nourishing diet in quantities that the stomach and brain will bear; and stimulants have been given in very large quantities; we gave small doses of brandy and eggs and brandy and sago, a spoon full every 10 minutes or  $\frac{1}{4}$  of an hour, taking care never to use depletion nor severe purgative. Of late it has been noticed that albuminuria is a frequent concomitant of puerperal convulsions.

When it occurs in the epileptic form we might expect it to be transient—and it has been found to be so—but when it occurs during the anæmic state we might infer that it has been productive of that state.—I know not whether the urea retained in the system has any effect in predisposing to convulsions.

JAMES HINDER.

## MEDICINE.

*Answer to Question I.*—The causes of Asthma are often very obscure.

1. A close connection may often be traced between valvular disease of the heart and asthma, particularly the congestive form.

2. Sometimes with organic disease of the brain.

3. With incipient pthisis.

4. With long continued dyspepsia—this is said to be a common cause.

Very frequently no cause can be detected—the patient in the interval enjoying at least a moderate degree of health—even indigestion not being present.

Symptoms—Asthma is a disease which comes on in paroxysms.

There are three varieties.

Humoral, congestive, and spasmodic.

1. Humoral asthma.

In this form of the disease the paroxysm generally comes on in the evening.

It comes on with some slight difficulty of breathing which gradually increases—the respiration becomes hurried—the pulse somewhat quickened.

The patient endeavours to breath freely but finds he cannot—he expands his chest as much as possible.

The sounds heard in the chest are not pathognomic of the disease—there may be a slight mucous rale—or bronchophony—these symptoms continue for eight or ten hours, when the patient is relieved by a copious expectoration of frothy mucus.

This is but one paroxysm—the patient in the interval feels pretty well, and is not obliged to discontinue his ordinary avocations.

2. Congestive asthma is closely allied to the former variety. The symptoms come on in much the same manner, and the dyspnoea as in the former case sometimes increases to such an extent that the lips and face become of a livid hue and the distress is extreme.

3. Spasmodic variety.



Here are the symptoms are even more marked than in the former varieties the patient bends forward gasping for breath the countenance is livid, the chest expanded, every respiratory muscle is in action and still sufficient air cannot be carried to the lungs. On examining the chest we at times cannot distinguish any peculiar sound and if the patient is told to inspire air gradually we hear the vesicular murmur,—but at other times we can hear a distinct cooing sound in the different modifications of it.

Sometimes at a few yards distance we can hear the noise the air makes in its passage down the constricted bronchial tubes.

Diagnosis. The disease might be mistaken for Pulmonary Emphysema, but in this affection the patient can never breathe freely; his countenance always has a livid appearance although the dyspnoea might be increased by exertion.

Prognosis. Patients have been known to live to “a good old age” although they have suffered from Asthma, but it generally shortens life. If we can discover any organic disease of the heart our prognosis must be unfavourable. But when we can discover no organic disease and only derangement of the stomach is present, and when the paroxysms are few and far between our prognosis may be favourable—but still we must not tell the patient he can be cured, for the disease is a most obstinate one.

#### Treatment.

Asthma—if uncombined with inflammatory disease does not require active antiphlogistic measures.

During the paroxysm we give antispasmodics—Inhalation of ether, not to an extent that would produce anæsthesia, and merely to relax the bronchial tubes. The compound tinc. of valerian may also be given internally, and hydrocyanic acid.

During the intervals we pay particular attention to the digestive organs giving purgatives and alteratives afterwards tonics. The inhalation of the smoke of various antispasmodics, particularly tobacco, has been attended with benefit.

#### *Answer to Question II.—1. The causes of Ascites.*

I may first state that any condition which retards the flow of blood through the Vena Cava Inf: is likely to produce Ascites.

(A.) Organic or structural changes in the liver. The ancients supposed, that this was the only cause, although the assertion is not correct, still organic change in the liver is a most frequent cause and particularly that change, which has been called “Granular liver.” It is said to be produced by chronic inflammation of that organ; this produces an hypertrophy of the cellular tissue connecting the lobule “Glisson’s Capsule.” When the inflammation has been reduced the hypertrophied tissue contracts, presses on and thus produces atrophy of the lobules and their constituent vessels.

Hence the blood in the ramification of the Vena portæ is retarded and we have Ascites—generally accompanied with Œdema of the lower extremities.

(B.) Disease of the spleen, (enlargement) as a cause is most frequently combined with disease of the liver.

Both these states often follow the intermittent and remittent forms of fever, as met with in Bengal.

(C.) Granular degeneration of the kidneys—where we have it sometimes combined with Anasarca, but here it may be and often is absent.

(D.) Tumours, Aneurismal or otherwise, pressing on the Inf. Cava sometimes produce Ascites.

(E.) Diseases of the heart or lungs.

We may commence with the left side—pass on to the lungs and thence to the right side of the heart. We more frequently find it accompanying this last, as it is more closely connected with the Inf. Cava it sometimes accompanies. Tubercular consumption, and Senile Catarrh, more rarely disease of the valves of the left side of the heart.

(F.) Sometimes ascites seems to proceed from chronic peritonitis.

2. The symptoms of Ascites are in general very conspicuous.

The patient having previously suffered from frequent attacks of fever, or from other disease—and being generally more or less emaciated—notices a gradual enlargement of his abdomen. He is, most commonly, seen at an advanced stage, when the belly is more or less tense and fluctuation very distinct. When the serum has been effused in great quantity it produces various disagreeable symptoms,

The pulse is generally feeble and quick, but it varies with the state of the system, the tongue is more or less foul, appetite indifferent, bowels are almost always confined, stools being scanty and foul, but sometimes there is diarrhoea. Urine is often scanty particularly in the latter stages; if it is scanty or otherwise but lower in sp gr than natural and contain albumen we may suspect, combining this with other general symptoms, that granular degeneration is present.

When the effusion is extensive, it presses upwards against the Diaphragm and produces more or less dyspnoea which is sometimes so distressing that the patient is obliged to sit up: by this he relieves the pressure from below.

Fever is sometimes present, but more generally the skin is cool and dryness.

When the patient is very low there is often Œdema of the feet and legs, and coldness of the extremities.

If there is enlargement of the liver we may feel it in the right hypochondrium, and chiefly when the abdomen is not much distended; percussion also gives a dull sound high up in the right side of the chest—so also in enlargement of the spleen.

The superficial veins of the abdomen are very frequently distended and sometimes to a great extent.

We may in other cases be able to discover by physical signs, diseases of the lung, generally pthisis, or of the heart and particularly of the right side. But often we will be disappointed and be able to discover no organic lesion likely to produce ascites.

3. Diagnosis is almost always easy. It may be distinguished from ovarian dropsy by the latter beginning at one or other side and low in the lumbar or iliac regions—and by its being particularly at first, more or less circumscribed; the causes of ascites being of a depressing nature generally the patient is more likely to be found enfeebled by long continued disease and above all fluctuation is much more distinct: from tympanitic distension, by the hollow drum-like sound produced by percussion.

From pregnancy—by the changes in the os and cervix uteri, by the enlargement from below upwards—by the placental bruit and sound of the foetal heart, (when pregnancy is advanced) and by other general



symptoms being absent—but one must remember that utero-gestation may proceed when ascites is present—fluctuation here also is a valuable symptom.

But sometimes the diagnosis becomes extremely difficult—undefined tumours are more perplexing when they occur in the abdomen than in any other part. Fallopian conception may be instanced, the most anomalous symptoms being at times produced by it.

4. Prognosis—must always be guarded.

If we can discover the cause of the disease we can be more certain.

If the system is not very low, if disease of the liver or spleen seems to produce the dropsy—and the abdomen does not rapidly increase in size after tapping or other evacuants have been used, the patient may live it may be for years, but still suffering from disease. But when it arises from organic disease of the kidneys, of the valves of the heart, or during the progress of pthisis it is almost always unfavourable, for it generally shows itself in the last stages of these diseases.

5. Treatment.

If it is practicable we direct our attention to the causes of the disease. It is impossible at the present time to enter into the treatment of the various diseases which ascites is a symptom of.

When we are unable to follow the above indications, we use other means—they are principally evacuants and tonics—or we may combine the two, endeavouring to remove cause and effect at the same time.

In speaking of evacuants I may mention that we should not use those for a length of time which excite one class of organs—thus we must not constantly use purgatives, &c.

Of purgatives—the severe or drastic purgatives are preferred, because they remove a large quantity of the serum of the blood—thus elaterium and gamboge are frequently used, or we may combine a diuretic and purgative as jalap and squills. Nature sometimes take this method of removing the accumulation of fluid, by setting up a profuse diarrhoea but on the cessation of the diarrhoea the ascites generally returns.

In using purgatives we may often be guided by the feelings of the patient.

Sometimes they give so much relief that patients will ask again and again for them—at other times they produce the greatest distress and depress the heart's action to such an extent, that we are obliged to discontinue their use.

Diuretics may be combined with purgatives or given alone. The bitartrate of potash is a very useful medicine given three or four times daily, or every morning. Digitalis may be given but with caution—squills is also applicable or other diuretics combined in various forms according to the judgement of the practitioner.

Diaphoretics can be used with the greatest benefit when more active means cannot be resorted to. Antimonials cannot often be prescribed because they depress the system too much—we therefore use those of a more tonic nature—the compound ipecacuanha or Dover's powder is a very good form—a larger dose being given at night as grs. x and grs. vi. during the day. The vapour bath has also been used with benefit. During a course of diaphoretics the patient must put on warm clothing and keep in an equable temperature.

During the treatment we must endeavour to improve the patient's general health.

We may use the mineral tonics —(particularly the ferruginous preparations) combining them if thought necessary with diuretics.

When the liver has been enlarged or the spleen—the iodide of potassium may be given combined with the syrup of iodide of iron and the syrup of sarza.

The diet is to be carefully regulated and substances which are at the same time nutritious and easily assimilated are to be preferred. Our last resource, after having used the means detailed above, is tapping. When we find the fluid pressing up into the thorax and great dyspnoea present, the belly tense and greatly distended, we are obliged to tap the patient.

Having passed a broad sheet round the abdomen—we give it to an assistant who stands behind the patient—we then pass in a trochan and canula either midway between the umbilicus and pelvis or midway between the ant. sup. spine of the ilium and umbilicus.

While the fluid is being evacuated the patient tightens the bandage—when the operation is completed we accurately close the opening. If the pressure described above was not used the sudden removal of the fluid would produce perhaps fatal syncope, the vena cava having lost its long continued support. Some have advised strapping the abdomen with sticking plaster as used in treating indolent ulcers and successful cases have been related.

If the dropsy were merely dependant (as it sometimes is) on an impoverished state of the blood it might be successful.

JAMES HINDER.

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## MEDICAL JURISPRUDENCE.

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### *Morning Paper.*

*Answer 3rd.*—The symptoms occasioned by corrosive sublimate are divided under three heads by Dr. Christison.

*1st.*—In the first class of cases, the symptoms are all indicative of severe irritation and inflammation of the alimentary canal.

*2nd.*—In the second set of cases the symptoms at first are just the same as in the first class, but in the latter stage they become united or succeeded by the symptoms of mercurial erythism in one or other form.

*3rd.*—In the third class of cases the symptoms, from the commencement, are those of mercurial erythism in one or other form, and the symptoms of irritation and inflammation are either altogether wanting, or there may be trivial vomiting and slight pain at the pit of the stomach.

*With regard to the progress of the symptoms.*

*Of the 1st Class.*—Symptoms produced by this poison when taken in excess generally come either immediately after the poison had been taken, or even in the very act of swallowing. In the first place the patient experiences a strong styptic metallic taste, often described to be a *coppery*



taste, in the act of swallowing, attended with a sensation of constriction in the throat, almost amounting to suffocation; and a sensation of burning heat, extending from the fauces down the stomach. After a short time this pain becomes much aggravated in its intensity, and more so when pressure is applied to the abdomen. On account of this the patient generally lies on his back, with thighs flexed on the pelvis to avoid extension. As the case advances the abdomen becomes tense and tympanitic. At this period the pain and heat are likened by the patient to a burning fire within him; concomitant with pain, nausea generally appearing followed by retching and severe incessant vomiting; the vomited matter at first is generally the contents of the stomach, then it becomes either slightly tinged with blood or mixed with large quantities of it, generally the latter. Soon after this profuse diarrhoea sets in; generally of a dark colour, owing to the mixture of altered blood with the fæces, the anus is often excoriated and protruded, patient quite restless and has an incessant desire to drink. Besides the symptoms of irritation in the alimentary canal, there are symptoms indicating irritation in the windpipe, such as hoarseness, difficulty of speech, pain, &c. Urinary organs are often affected, characterised, by severe pain in the region of the bladder, swelling of the glans penis, and occasionally total suppression of urine. A case of such a nature occurred at Guy's Hospital, where the patient lived four days but did not pass any urine during this period. After these symptoms being completely insisted for some time, convulsions appear, they are more severe than seen in cases of arsenical poisoning. General system also sympathises with these symptoms of irritation, that is to say when diarrhoea appears, pulse becomes quick small, and irregular, face generally flushed and swollen, sometimes pale and pinched, skin first warm but afterwards bedewed with cold perspiration, breathing difficult, short, attended with long intervals; as the case advances, skin becomes quite cool, bathed with cold sweatings. During the latter stage coma sets in and patient expires thus comatosed, or death takes place during a fit of convulsions.

*Progress of the symptoms* in the second class of cases. The symptoms of this set of cases are divided into two stages. Symptoms of the first stage are those of the irritation and inflammation of the alimentary canal already described. Symptoms of the second stage are those of mercurial salivation, (generally) these symptoms generally begin when the symptoms of the first stage recede, but sometimes earlier. Christison says generally on the second day, and seldom delayed beyond the third day,—Symptoms of the second stage are those of inflammation of the organs in, and adjacent to the mouth, especially of the salivary glands, which become swollen and painful, saliva is secreted in abundance, it is thick, viscid, with a peculiar bad smell, tongue at the same time becomes red swollen and painful; gums red, spongy, often ulcerated; foetor of breath; occasionally blue lines are seen at the margins of gums resembling much those produced by lead. Sometimes there you find a low form of fever, particularly of the case survives longer.—Mercurial tremors, &c., &c.

*With regard to the progress of the symptoms* in the third class of cases, little can be said, for there are little or no symptoms of irritation in the alimentary, but the patient is chiefly harassed by the inflammation of the organs in the mouth, characterised by the symptoms already noted under the head of the second class of cases. Mercurial tremors, palsy low fever, marasmus &c., are more or less present. Such cases survive longer than those of the first class of cases.

*Post Mortem Appearances.*—Should the poison be proved fatal quickly, then the mouth will be found red and inflamed, excoriated, and so the œsophagus.—The stomach is the chief seat where a medical man will find most marks of inflammation,—The mucous membrane is sometimes found white, raised, and excoriated, often reddened of different shades of redness, from brick red to scarlet,—sometimes the corrosive sublimate may be found sticking to the ulcerated membrane, marks of inflammation may be found in the intestines also—The stomach is often found contracted and shrivelled,—perforation of it is a rare occurrence,—bladder may be found empty, contracted, and inflamed.

*Treatment.*—Our first object should be to neutralise the poison by the administration of large quantities of *albumen*, the chemical antidote for corrosive sublimate, which forms an insoluble, and hence inactive compound with albumen,—for this purpose both yolk and white of eggs may be given with milk, or water, in its absence.

*Gluten* is also recommended; it may be obtained by washing flour, enveloped in a piece of thin cloth: our next indication should be to remove the poison; for this purpose, the stomach pump is the best means we possess or in the absence of *the* instrument, we may give emetics, assisted by large drinks and by tickling the fauces by a feather—If we succeed by these means then we should allay the inflammation of the stomach and intestines by leeching and even general blood letting if necessary,—well fomenting the part, low diet, &c.

*Distinction between the cases of poisoning by corrosive sublimate and arsenic.*—

1. The symptoms in cases of corrosive sublimate come on immediately after the poison has been swallowed or even in the very act, for irritation immediately begins in the fauces on account of the corrosive nature and metallic taste of the compound. A person can scarcely take it without experiencing its taste,—this is not the case with arsenic for it has no taste, and the symptoms produced by it are seldom commenced until half an hour is elapsed.

2. In corrosive sublimate, bloody vomiting and purging are more frequent than in arsenic.—

3. Suppression of urine is more frequent also in cases of corrosive sublimate than in arsenic.

4. The face is generally flushed, bloated, and swollen in cases of mercury, not so in cases of arsenic.

5. Cases of poisoning by corrosive sublimate are more easily cured than those of arsenic.

6. Convulsive fits are rare in arsenic, but frequently seen in the mercurial compound.

7. Remission of symptoms during their progress are frequently seen in cases of arsenical poisoning, but very rarely so in corrosive sublimate.

8. Inflammation of the salivary glands and profuse salivation are very frequently a symptom of corrosive sublimate poisoning, very rarely occurs in arsenical poisoning.

*Answer 4th.—Tests for Arsenic.*

*Solid.*—1. It is a white, porcelain like, heavy substance.—2. It is scarcely soluble in cold water, but if boiled it becomes partly dissolved, and part of it either remains floating on the water, or it becomes precipitated under it.—3. It is volatilised completely by heat, in this property



it resembles corrosive sublimate.—4. When a little of it is thrown in a watch glass containing hydrosulphuret of ammonia, it remains unchanged, but if heated and ammonia expelled, then a yellow precipitate of golden sulphuret of arsenic forms; this character of not being precipitated by hydrosulphuret of ammonia distinguishes it from other metals.—5. If heated in a tube 3 inches long about  $\frac{1}{8}$  of an inch in breadth, with black flux or charcoal (ignited) it is reduced to the metallic state, forming a ring of a steel gray colour having a bright lustre,—which when heated and chased from one place to another becomes oxidated, and crystallises in octohedrons of arsenious acid.

*Liquid Tests.*—1. *Ammoniaco Nitrate*, of silver gives a yellow precipitate with arsenious acid,—but ammoniaco nitrate of silver also gives a yellow with phosphoric acid and alkaline phosphates;—they are at once known by not being acted on by sulphuretted hydrogen gas.

2. *Ammoniaco Sulphate of copper* gives a beautiful grass green precipitate, but salts of uranium give also a similar precipitate by it, and a yellow with sulphuretted hydrogen, but uranium will be at once known by giving a yellow also with ammonia, with which arsenic gives nothing,—and being also precipitated immediately by hydrosulphuret of ammonia.

3. *Sulphuretted* hydrogen gas, when passed through an acidulated solution of arsenious acid, cause a heavy deep yellow precipitate,—this precipitate is known by the following properties,—1. It is soluble in caustic potash and ammonia.—2. Insoluble in water, alcohol, and in all mineral and vegetable acids.—3. If heated with black flux in a reduction tube it gives a metallic ring of arsenic, which can be completely reduced to arsenious acid in octohedral crystals, giving at the same time an odour resembling somewhat to that of garlic.

But there are many objections to that test,—1. Cadmium gives a yellow also with sulphuretted hydrogen,—but this precipitate is soluble in muriatic acid and insoluble in ammonia, contrary to that of arsenic, and besides salts of Cadmium are also precipitated by hydrosulphuret of ammonia.—2. Tin also gives a dirty yellow precipitate,—but this precipitate is not reduced to the metallic state by heating it with charcoal, &c. and besides it is insoluble in ammonia;—and tin is also precipitated by hydrosulphuret of ammonia.—3. Antimony gives a golden red colour, it can be scarcely be mistaken, besides it is also acted on by the hydrosulphuret; besides these tests there is a galvanic test, it is of very little consequence.

*Marsh's test.*—It consists in disengaging hydrogen by the action of sulphuric acid and water on zinc, introduced into a phial, which also contains a little arsenious acid (purposely added) or any such liquid suspected to contain it: should there be any quantity of arsenic present, hydrogen combine, with it forming arsenuretted hydrogen, which burns with a dense pale blue and white flame: secondly, when a piece of China or tube is held upon the flame, it receives a stain of metallic arsenic, of a high lustre and of a steel gray colour, and thirdly, if a drop or two of nitrate of silver be applied to the stain and this touched by a rod dipped in ammonia, then it immediately strikes a yellow precipitate, the yellow arsenite of silver. There are different modifications of Marsh's test, but I don't think that the time will allow me to go through them in detail, so I am obliged to leave them here unmentioned. This is a very good means of detecting arsenic; there is only one objection to this test, but it is of no consequence: the objection is that antimony also gives a stain very similar to that produced by arsenic,

but the former stain will at once be known by not being acted on by ammoniacal nitrate of silver, and hence it is not an objection at all; there is another objection that arsenic may be in the acid and zinc used, but this may be removed by testing the hydrogen evolved previous to the addition of suspected solution.

*Reinsch's Test.*—It consists in boiling the suspected liquid acidulated with muriatic acid, and plates of fine polished copper; should there be any arsenic, then it is deposited on the copper which may be collected and heated in a reduction tube, and should the deposit be arsenic, then you will find the metallic ring and prove that arsenious acid, which may be dissolved in boiling water and tested by, 1. Ammoniacal nitrate silver, 2. Ammoniacal sulphate of copper, 3. Sulphuretted hydrogen water. But there are objections to this test, that, 1. Mercury is deposited also on copper in similar condition but it will be at once known by the globular form in which mercury is deposited, 2. Tin, zinc, antimony, &c., gives also stains on copper, but the answer to all these objections is one, that is to say, the deposit cannot be oxidated and acted on by reagents as arsenious acid is.

*Tests for arsenious acid* when mixed with organic liquids? They are the same, viz. Christison's test, Marsh's test, and Reinsch's test. But before applying these tests, we are recommended to boil the matter with a large quantity of water and some hydrochloric acid to separate organic matters, next to filter the liquid and then to apply any of the tests; I think the first and the last are best.

#### *Answer to Fifth Question.*

*1st Tests for Lead.*—Take acetate the most poisonous.

##### *Acetate of Lead.*

*Solid.*—1. When crystals of it are heated in a tube it melts and then becomes charred, 2. When heated with sulphuric acid, it gives off vapour of acetic acid and may be recognised by its odour, 3. When crystals are dropped in a solution of iodide of potassium it strikes a yellow precipitate 4. When thrown into hydro sulphuret of ammonia, it becomes quite black, 5. When dropped in diluted sulphuric acid, it gives a white sulphate of lead, giving off acetic acid at the same time.

*Liquid.*—1. Sulphuretted hydrogen gives a dark black precipitate. 2. hydro sulphuret of ammonia gives the same. 3. iodide of potassium gives a fine canary yellow precipitate of iodide of lead. 4. sulphuric acid causes a white. 5. galvanic test, if its solution (slightly acidulated with muriatic acid) be placed upon a platina capsule, and if the capsule be touched through the solution by a zinc rod, lead is immediately deposited. 6. deposition of lead by zinc only, if you introduce a piece of zinc in a solution of acetate of lead slightly acidulated, lead is deposited in beautiful crystals, giving a tree like appearance to zinc.

*Detection of lead* in organic liquids. In such cases lead generally remains dissolved in solution, therefore we are told to filter the liquid and apply a trial test; dip a piece of paper in it and expose it to a current of sulphuretted hydrogen, if this gives evidence of the presence of lead by its very dark colour then pass sulphuretted hydrogen, until no further precipitate falls, filter the liquid and collect to dry the sulphuret; dissolve it in nitric acid or sulphuric acid and then apply the tests proper to lead.



*Carbonate of lead.*—The tests for detecting lead are the same but a carbonate is known by effervescence taking place when stronger acid is added to it, or carbonic acid may be precipitated by lime, as chalk or carbonate.

*Tests for Copper.*—Sulphate of Copper.

*Liquid Tests.*—1 Ammonia gives a bluish white precipitate which becomes dissolved by the excess of the re-agent forming a beautiful blue solution of ammoniaco sulphate of copper. 2 Ferrocyanide of potassium gives a chestnut brown precipitate or of a claret red colour, 3 sulphuretted hydrogen or hydro sulphuret of ammonia gives a chocolate brown coloured precipitate, all of these tests are characteristic tests for copper. 4 reduction test; copper may be reduced to its metallic form by iron plates, but the solution should be acidulated by an acid previous to the introduction of iron, the plates (if copper present) become red resembling copper, there is only one metal which is red also but it is too rare and besides it is precipitated black by hydro sulphuret of ammonia. Orfila recommends to reduce copper by phosphorus, instead of iron; when phosphorus becomes coated by copper it may be washed in nitric acid, and then the resulting solution may tested by the proper tests already told.

*Copper in organic liquids* may be tested in the same way, except we require to filter the liquid. In such cases it may be reduced. 1 as *sulphuret of copper* by sulphuretted hydrogen. 2 or in metallic state either by phosphorus or iron; the metal or the sulphuret thus obtained should be dissolved in nitric acid and then tested.

I have no time now; my time is nearly over so I cannot enter on the details of each process.

Nitrate and acetate of copper may be tested in the same way for copper, but nitric acid may be detected by its proper tests.\* There is no chemical test for acetic acid, but it may be known by its smell, when acetate is acted on by a stronger acid.

## TESTS FOR ANTIMONY.

### *Tartar Emetic.*

*Solid.*—1. It requires 14 parts of cold and 2 parts of boiling water to dissolve it.—2. It becomes charred when heated, but does not melt like acetate of lead.—3. When a few crystals of it are thrown in a solution of hydrosulphuret of ammonia it is immediately changed, and throws down nearly a wine coloured precipitate. 4 Ferrocyanide of potassium has no action on it.

*Liquid.*—1. When to a solution of tartar emetic hydrosulphuret of ammonia or sulphuretted hydrogen water is added it changes it to a brown red precipitate 2. Ferrocynadide of potassium has no action on it. 3. nitric acid precipitates it as subnitrate of antimony. 4. In the same way

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\* Nitric acid is best known by separating copper first a sulphuret, then neutralising the acid by potash, which forms nitrate of potash; if evaporated it crystallises, nitrate of potash may be known by following properties. 1. It crystallises its fluted prisms, neither deliquescent nor effervescent. 2. It deflagrates with charcoal, chlorates also deflagrate. 3. If heated with sulphuric acid it gives colourless acid fumes, which character distinguishes nitrates from other deflagrating salts. 4. If heated with sulphuric acid and copper filings, then the mixture evolves nitrous acid gas which may be easily known by its colour and odour.

the other two mineral acids, viz. sulphuric and hydrochloric acid, precipitate it. 5. Infusion of galls gives a brown dirty precipitate also. 6. It may be tested by Marsh's test; that is to disengaging antimoniu-retted hydrogen.

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### *Afternoon Paper.*

*Answer. 1. Treatment of narcotic poisoning in general.*—The first thing which we have to do is to remove the poison from the stomach if possible; the best means for fulfilling this indication is the stomach-pump: it should be applied as early as possible: after having removed the contents of the stomach, we are recommended to inject water into the organ, in order to wash out the viscus well, and then again to remove the liquid thus injected. This operation should be repeated as many times as it may be required—this means, I should say cannot be applied in cases of hydrocyanic acid, for the reason, hereafter mentioned: emetics are recommended too, but they are of little use should the patient be in a state of coma. Next indication is to apply a diffusible stimulant (ammonia) to the nostrils, if the patient be much exhausted or be in a state of collapse.

Cold affusion is another good method of rousing the patient, for which purpose a stream of cold water may be poured down from a height of six or eight feet, upon the head chest and spine,—Dr. Christison recommends even to inject cold water in the ears.

Great thing we are recommended to do is to keep the patient awaked and prevent him from sleeping; for this purpose the patient should be made to walk between two persons up and down. Electricity is another means to rouse the patient—it should be resorted to, if other means fail. There are a few cases mentioned in Taylor's Toxicology, where every other means failed but electricity was applied with success.

*Treatment of poisoning by Opium.*—In this case as well as in other narcotic poisonings we should remove the poison from the stomach by the stomach-pump—and inject more water in the same way as above told and remove it again—this may be repeated until the water drawn from the stomach has neither the odour nor the colour of opium. The existence of opium may be best ascertained by a persalt of iron, which will give a red colour should there be any quantity of the poison in question—Emetics may also be given should the patient be sensible and its effects promoted by large drinks, &c. but it should be noted that emetics are far inferior to the stomach-pump, for they generally in such cases do not act even in large doses. But in applying stomach-pump we should recollect to change the position of the tube within the stomach, should we meet any obstacle, for if not, then we should I think injure the stomach, causing the extravasation of blood and tinging the water red. Should the patient be not recovered cold affusion should be resorted to and electricity also.

Ammonia to the nostrils,—and even it may be given in small doses in diluted state mixed with ether, should the patient be capable of swallowing anything, if not, then it should be withheld.

We should keep the patient awaked by keeping him in constant motion.

*Treatment of Poisoning by hydrocyanic acid.*—This acid proves so very rapidly fatal that in most cases, we can do little or nothing. If we



see the case early enough we should recourse to cold affusion on the spine and back part of the head,—ammonia to the nostrils. If there be any means of introducing anything in the stomach, then in such cases we should administer a little chlorine water, or sulphuretted hydrogen-water as antidotes, for the former decomposes it and forms hydro-chloric acid and cyanogen, and the latter forms sulphuretted hydrogen and cyanogen. But after the description I gave, I should say that these things are never at hand and so we cannot use them—then therefore our chief remedies must be cold affusion to the spine, and ammonia to the nostrils. Electricity, if possible to obtain it at that time, may be used with good effect.

Should the poisonous symptoms be induced by inhaling vapour of hydrocyanic acid, ammonia is the best antidote I should say, accompanied with cold affusion.

*Answer 2nd.*—*Distinction between* between poisoning by opium and appoplexy—

1. Appoplexy generally comes on by previous warnings such as headach, giddiness, drowsiness, partial and temporary palsy, &c., of some time standing, but in cases of poisoning by opium it cannot be the case—therefore the previous history may tell us to some extent.

2. *Age*—Appoplexy seldom or never occurs below thirty years of age, cases of poisoning by opium may occur at any age.

3. According to old writers, Christison says, that appoplexy attacks fat persons, and persons of peculiar make, the “appoplectic make,” that is persons with large head, short neck, of small stature, and with plethoric condition of the general circulatory system.

4. With regard to the relation of last taken food or drink; if appoplexy is induced by a hearty meal, then it generally comes on immediately after the meal, or even during the meal, but the symptoms induced by opium seldom appear earlier than half an hour.

5. Coma in appoplexy is the first symptom and is abrupt in its commencement, while coma in opium is always slow, and preceded by giddiness, drowsiness &c.

6. Death in cases of appoplexy is seldom earlier than 24 hours and even some days, but in cases of opium should it prove fatal, it should be between 6 and 12 hours.

7. Face is generally bloated and flushed in appoplexy, but usually pale and ghastly in cases of poisoning by opium.

8. Pupils are dilated in appoplexy, but generally contracted in opium.

9. Patient can be roused easily in the first stage of poisoning by opium, and even though with difficulty in the later stage, but a person cannot be roused and rendered answerable, while labouring under an attack of appoplexy.

10. Post mortem appearances, may lead us to some extent to know the true nature of the case. In simple appoplexy or the nervous appoplexy of Dr. Abercrombie, there is nothing left in the dead body; in such cases it is very difficult to make out which is which. Same may be said with regard to the congestive, and serous appoplexy. In one case you will find the blood vessels in the cranium highly gorged with blood, and in the other effusion and accumulation of serum in different parts of brain, either on the surface of the brain or in the ventricles, &c.

But in appoplexy caused by extravasation of blood you will find clots of blood on the surface of the brain, &c.—this will generally decide on the existence of appoplexy, but not so in all cases.

Dr. Christison mentions one or two cases of poisoning by opium, in which extravasation of blood was also found, but this is very rare.

12. In cases of opium when you will open the stomach there will generally be a perceptible smell of the drug, particularly if we examine it early, sometimes you will find crude opium sticking here and there in the stomach. Should it be truly a case of poisoning by opium, chymical analysis (which I don't think the question demands to describe) for detecting morphia and meconic acid will at once decide on the nature of the case.

*Distinction between poisoning by opium and intoxication by alcohol.*

1st.—In the first place in a case of intoxication by alcohol there is a perceptible smell of alcohol; and it is indeed a great characteristic of intoxication. In cases of poisoning by opium there may or may not be a perceptible smell of the drug.

2nd.—Face is flushed and red in cases of intoxication, but pale and ghastly in opium cases.

3rd.—Pupil generally dilated in cases of alcohol, but contracted in those of opium, but retina insensible in both cases.

4th.—History of the case,—should we be able to make it out by any means will also tell us to decide about the case.

*Answer to the 3rd Question.*—The effects of carbonic acid on the system when slowly generated and largely diluted with the atmospheric air are as follows.

Giddiness, slowly coming on; weight in the head; headach; drowsiness;—loss of muscular power is a very remarkable effect, though the individual feels uneasy &c., yet he scarcely desires to get out of the room.

After all the patient gradually becomes narcotised, should the patient be not brought out and taken in a purer atmosphere he is very apt to die in such a condition, asphyxiated and narcotised. Blood in the whole system becomes dark, containing much carbon, circulating both in arterial and venous system, skin becomes livid and occasionally swollen.

*Effects of pure carbonic acid* when a person is suddenly immersed in it. The individual becomes immediately asphyxiated and falls down half dead, muscular motions are at once destroyed, eyes become protruded and red.

MAHOMED JAUN.

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**Anatomy and Physiology.***Gold Medal and First Certificate,*

BRIJONATH BUNDOO.

*Silver Medal and Second Certificate,*

G. H. DALY.

## CERTIFICATES OF HONOR.

3rd, Nilmadhub Mookerjee. | 4th, Jogendronarain Sen.

*Goodeve Medal,*

NUNDO COOMAR MITTER.

**Botany.***Gold Medal and First Certificate,*

NILMADHUB MOOKERJEE.

## CERTIFICATES OF HONOR.

2nd, Khetter Chunder Nundy. | 3rd, Mohesh Chunder Ghose.

**Chemistry.***Gold Medal and First Certificate,*

NILMADHUB MOOKERJEE.

**Materia Medica.***Gold Medal and First Certificate,*

|                      |          |
|----------------------|----------|
| NILMADHUB MOOKERJEE, | } Equal. |
| C. DOYLE,            |          |

## CERTIFICATES OF HONOR.

3rd, J. J. O'Brien.

5th, J. Harrison.

4th, Chunder Coomar Deb.

6th, R. D. Logg.

**Practice of Physic.***Gold Medal and First Certificate,*

JAMES HINDER.

## CERTIFICATES OF HONOR.

2nd, Chunder Coomar Deb.

3rd, C. Doyle.

*Clinical Prize.*

Amin Udin.



**Surgery.***Gold Medal and First Certificate,*

C. Doyle.

## CERTIFICATES OF HONOR.

2nd, Daniel O'Brien,

3rd, Amin Udin.

4th, R. D. Logg.

5th, Chunder Coomar Dey.

6th, Mahomed Jaun.

*Dresser's Prize,*

JAMES KEARNEY.

**Midwifery.***Gold Medal and First Certificate,*

JAMES HINDER.

## CERTIFICATES OF HONOR.

Mahomed Jaun,  
Denonath Das,  
Amin Udin,

} Equal.

**Medical Jurisprudence.***Gold Medal and First Certificate,*

MAHOMED JAUN.

## CERTIFICATES OF HONOR.

2nd, Denonath Das.

3rd, James Hinder.

4th, M. Gasper.

## MILITARY CLASS.

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*Gold Medal for General Proficiency,*

PREM CHAND.

*Silver Medal for General Proficiency,*

RAMPERSAUD TEWARY.

---

*Silver Medal for Anatomy,*

MOWLA BUKSH.

---

*Prizes of Books.*

Jussoda Nund. | Hubeet Oollah.

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# General Result of Senior Scholarship Examination.

TOTAL VALUE 350.

HINDU COLLEGE.

| Number.       | Names of Candidates.               | Year.                | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           |        | Total.                                                 | Remarks. |
|---------------|------------------------------------|----------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|--------------------------------------------------------|----------|
|               |                                    |                      | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |                                                        |          |
| First Class.  |                                    |                      |                             |             |                    |                   |                |                   |           |        |                                                        |          |
| 1             | Sreenath Doss, .....               | 3rd year Senior, ... | 38·4                        | 30          | 42·62              | 43·62             | 33             | 35                | 34        | 256·65 | } Retain.                                              |          |
| 2             | Kally Prosunno Dutt, ... ..        | 4th year Senior, ... | 32·6                        | 31·5        | 25·25              | 19·62             | 44             | 18                | 36·50     | 207·47 |                                                        |          |
| Second Class. |                                    |                      |                             |             |                    |                   |                |                   |           |        |                                                        |          |
| 1             | Mohendra Lall Shome, .....         | 1st year Senior, ... | 36·5                        | 40          | 32·5               | 38                | 40             | 24                | 33·75     | 244·75 | } Retains.<br>Promoted to 40 Rs.<br>Promoted to 30 Rs. |          |
| 2             | Madu Suden Chatterjee, ... ..      | 3rd year Senior, ... | 15·2                        | 28·5        | 28·25              | 24·75             | 29             | 17                | 33·50     | 176·20 |                                                        |          |
| 3             | Jadub Chunder Ghose, .....         | 2nd year Senior, ... | 16·2                        | 20·5        | 22·75              | 28·25             | 27             | 17                | 19·50     | 151·20 |                                                        |          |
| Third Class.  |                                    |                      |                             |             |                    |                   |                |                   |           |        |                                                        |          |
| 1             | Jadunath Mookerjee, .....          | .....                | 15·9                        | 27·5        | 15·25              | 16                | 35             | 22                | 21        | 152·65 | } Gain 30 Rs.                                          |          |
| 2             | Harendra Krishna Deb, .....        | .....                | 18·3                        | 23·5        | 11·75              | 13                | 23             | 32                | 23·75     | 145·30 |                                                        |          |
| 3             | Bijoy Chunder Bose, .....          | .....                | 13·1                        | 24          | 9·25               | 10·25             | 28             | 15                | 25·75     | 125·35 |                                                        |          |
| 4             | Sambhoonath Ghose, .....           | .....                | 13·2                        | 26·5        | 8·25               | 12·25             | 24             | 16                | 23·25     | 123·45 |                                                        |          |
| 5             | Koylas Chunder Ghose, .....        | 1st year Senior, ... | 13·9                        | 20          | 11·25              | 10                | 25             | 15                | 27·25     | 122·40 | } Rajah of Burdwan's<br>schp. 28 Rs.                   |          |
| 6             | Gungadhur Kurmocar, .....          | .....                | 7·5                         | 18·5        | 9                  | 2·25              | 22             | 18                | 11·50     | 88·75  |                                                        |          |
| 7             | Prosono Coomar Roy Chowdhry, ..... | 2nd year Junior, ... | ...                         | 25·5        | .....              | .....             | ...            | ...               | 28·50     | 54·    | Forfeits.                                              |          |

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| Number.       | Names of Candidates.          | Year.                                                                       | NUMBER OF MARKS OBTAINED IN |             |                         |                        |                     |                      |           | Total. | Remarks.                           |
|---------------|-------------------------------|-----------------------------------------------------------------------------|-----------------------------|-------------|-------------------------|------------------------|---------------------|----------------------|-----------|--------|------------------------------------|
|               |                               |                                                                             | History.                    | Literature. | Mixed Ma-<br>thematics. | Pure Mathe-<br>matics. | English Es-<br>say. | Vernacular<br>Essay. | Rhetoric. |        |                                    |
| Fourth Class. |                               |                                                                             |                             |             |                         |                        |                     |                      |           |        |                                    |
| 1             | Radagobind Dass, .....        | 1st year Junior, ...                                                        | 27·2                        | 36·5        | 38·75                   | 35                     | 24                  | 19                   | .....     | 180·45 | { Tagore family<br>schp. 22 Rs.    |
| 2             | Rajendranath Mittre, .....    | 2nd year Junior,...                                                         | 31·7                        | 29          | 31                      | 32                     | 22                  | 28                   | .....     | 173·70 |  | Bird schp. 20 Rs. |
| 3             | Protabuarain Sing, .....      | 2nd year Junior,...                                                         | 39·3                        | 31·5        | 23                      | 21·25                  | 20                  | 25                   | .....     | 160·05 | { Goopee Mohun<br>Deb schp. 18 Rs. |
| 4             | Bromomohun Mullick, .....     | 1st yr. Jr. (Free,)                                                         | 26·2                        | 35·5        | 28·75                   | 31                     | 20                  | 16                   | .....     | 157·45 |  | Ryan schp. 16 Rs. |
| 5             | Taruk Nath Mullick, .....     | 2nd year Junior,...                                                         | 21·3                        | 28·5        | 25·25                   | 31                     | 23                  | 23                   | .....     | 152·05 | { Gunganarain schp.<br>12 Rs.      |
| 6             | Nobokissen Mookerjee, .....   | 2nd year Junior,...                                                         | 22·8                        | 30·4        | 27                      | 29                     | 20                  | 18                   | .....     | 147·2 |  | Joykissen Sing schp. 12 Rs. |
| 7             | Thacoor Churn Sein, .....     | 1st year Junior, ...                                                        | 19·7                        | 31·5        | 23                      | 25·5                   | 15                  | 20                   | .....     | 134·7  | Retains.                           |
| 8             | Gopal Chunder Goopta, .....   | { Held a Junior<br>Scholarship in<br>1848, which he<br>resigned in<br>1849, | 13·7                        | 31·4        | 29·25                   | 26·25                  | 10                  | 24                   | .....     | 134·6  | Gains a free schp.                 |
| 9             | Preo Nath Sett, .....         | 2nd year Junior,...                                                         | 18                          | 26·5        | 16                      | 13                     | 20                  | 28                   | .....     | 121·5  | { Retain.                          |
| 10            | Rajkissen Mittre, .....       | 1st year Junior, ...                                                        | 22·5                        | 25          | 12·5                    | 12·75                  | 22                  | 25                   | .....     | 119·75 |                                    |
| 11            | Khettra Mohun Ghose, .....    | .....                                                                       | 24·4                        | 29          | 19                      | 21·5                   | 13                  | 12                   | .....     | 118·9  | Gains a free schp.                 |
| 12            | Omesh Chunder Ghose, .....    | 2nd year Junior,...                                                         | 14·                         | 25          | 15                      | 14·5                   | 14                  | 29                   | .....     | 111·5  | Retains.                           |
| 13            | Saroda Prosad Banerjee, ..... | .....                                                                       | 14·                         | 25          | 13·5                    | 13·5                   | 18                  | 22                   | .. ...    | 106    | Gains a free schp.                 |
| 14            | Joykisto Chunder, .....       | Junior (Free,).....                                                         | 19·9                        | 25·6        | 9·75                    | 17·5                   | 13                  | 20                   | .....     | 105·75 | Gains a jr. pay schp.              |



| Number. | Names of Candidates.           | Year.                                                         | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           | Total. | Remarks.             |
|---------|--------------------------------|---------------------------------------------------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|----------------------|
|         |                                |                                                               | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |                      |
|         | <i>Fourth Class.</i>           |                                                               |                             |             |                    |                   |                |                   |           |        |                      |
| 15      | Issur Chunder Chatterjee,..... | { Held a Jr. Free Schp. in 1848 which he forfeited in 1849, } | 15·4                        | 23          | 2·75               | 9                 | 18             | 25                | .....     | 93·15  |                      |
| 16      | Bolye Chund Goopta, .....      | Junior (Free,).....                                           | 14·1                        | 19·5        | 19·5               | 18                | 17             | 14                | .....     | 102·1  | } Gain jr. pay schp. |
| 17      | Judoonath Mittre, .....        | Junior (Free,).....                                           | 18·3                        | 31·5        | 3                  | 8                 | 18             | 22                | .....     | 100·8  |                      |
| 18      | Sosheebhusun Banerjee, .....   | Junior (Free,).....                                           | 13·4                        | 22·5        | 2                  | 7                 | 15             | 18                | .....     | 77·9   | Retains.             |
| 29      | Gopeekissen Bose, .....        | .....                                                         | 13·4                        | 16·5        | 1                  | 4                 | 15             | 28                | .....     | 77·9   |                      |
| 20      | Sham Loll Mittre, .....        | Junior (Free,).....                                           | 5·3                         | 14·5        | 4                  | 7                 | 13             | 28                | .....     | 71·8   | Retains.             |
| 21      | Jodoo Nath Paul, .....         | .....                                                         | 5·7                         | 6·5         | .....              | 7·75              | 12             | 18                | .....     | 49·95  |                      |

FRED. J. MOUAT, *Secy. Council of Education.*

*General Result of Junior Scholarship Examination.*

TOTAL VALUE 300.

HINDU COLLEGE.

CCXXVI.

APPENDIX F.

| Number. | Names of Candidates.             | Year.                            | NUMBER OF MARKS OBTAINED IN |            |          |              |                               |                   | Total. | Remarks.           |
|---------|----------------------------------|----------------------------------|-----------------------------|------------|----------|--------------|-------------------------------|-------------------|--------|--------------------|
|         |                                  |                                  | History.                    | Geography. | Grammar. | Mathematics. | Translations from Vernacular. | Oral Examination. |        |                    |
| 1       | Denonauth Mitter, .....          | Ooterparah 1st year, .....       | 26·25                       | 33         | 27       | 28           | 45·5                          | 41                | 200·75 | } Retain.          |
| 2       | Pearymohun Banerjee, .....       | Ooterparah 1st year, .....       | 31·25                       | 30         | 34       | 24·75        | 46                            | 32                | 198·   |                    |
| 3       | Taruknauth Sen, .....            | Jr. 1st year Free, .....         | 22·75                       | 25         | 34       | 35·25        | 38                            | 32                | 187·   | } Forfeits.        |
| 4       | Shamachurn Choudry, .....        | .....                            | 27·                         | 26         | 33       | 24·25        | 43·5                          | 33                | 186·75 |                    |
| 5       | Moralleedhur Sen, .....          | .....                            | 24·5                        | 31·5       | 28       | 14·5         | 47·5                          | 37                | 182·75 | } Gain.            |
| 6       | Kallee Coomar Ghose, .....       | Free Scholar, .....              | 26·75                       | 23·5       | 34       | 23·75        | 41·5                          | 30                | 179·5  |                    |
| 7       | Omesh Chunder Dutt, .....        | .....                            | 29·5                        | 36         | 29       | 11·5         | 40                            | 32                | 178    | } Forfeits.        |
| 8       | Hurrokisser Dutt, .....          | .....                            | 28·5                        | 29         | 36       | 13·5         | 44                            | 27                | 177·75 |                    |
| 9       | Banuck Chunder Chatterjee, ..... | .....                            | 30·25                       | 26         | 32       | 11·25        | 48                            | 26·5              | 174·5  | } Gain free schps. |
| 10      | Bissessur Singh, .....           | Branch Schp. Jr. 1st year, ..... | 22·5                        | 32         | 30       | 27·75        | 47                            | 14                | 173    |                    |
| 11      | Doorgachurn Sen, .....           | .....                            | 28·25                       | 36         | 22       | 14·5         | 35·5                          | 32·5              | 168·75 | } Forfeits.        |
| 12      | Gopal Chunder Mitter, .....      | .....                            | 22·5                        | 28         | 28       | 24·5         | 43                            | 22                | 167·5  |                    |
| 13      | Gopal Lal Bysack, .....          | .....                            | 22·                         | 20·5       | 33       | 29·25        | 26·5                          | 34                | 165·25 | } Gain free schps. |
| 14      | Hem Chunder Mozumdar, .....      | .....                            | 24·                         | 33         | 23       | 21·25        | 46·5                          | 16·5              | 164·25 |                    |
| 15      | Kallykisser Bose, .....          | Free Scholar, .....              | 19·25                       | 28         | 29       | 24·75        | 41                            | 21                | 163·0  | } Forfeits.        |
| 16      | Doorga Churn Dey, .....          | .....                            | 26·5                        | 25         | 36       | 22·75        | 29                            | 23                | 162·25 |                    |
| 17      | Mohendranath Mitter, .....       | .....                            | 30·5                        | 27         | 22       | 22·5         | 36                            | 24                | 162·   | } Gain free schps. |
| 18      | Aushotosh Dhur, .....            | .....                            | 17·0                        | 22         | 35       | 22·5         | 37                            | 25·5              | 159·   |                    |



| Number. | Names of Candidates.            | Year.                      | NUMBER OF MARKS OBTAINED IN |            |          |              |                               |                   | Total. | Remarks.             |
|---------|---------------------------------|----------------------------|-----------------------------|------------|----------|--------------|-------------------------------|-------------------|--------|----------------------|
|         |                                 |                            | History.                    | Geography. | Grammar. | Mathematics. | Translations from Vernacular. | Oral Examination. |        |                      |
| 19      | Hurryprosad Mullick, .....      | Branch School Jr. 1st yr., | 22·5                        | 28·5       | 26       | 20·75        | 33                            | 28                | 158·75 | } Forfeit.           |
| 20      | Nobogopal Ghose, .....          | Branch School Jr. 1st yr., | 28·0                        | 20         | 25       | 18           | 45                            | 18                | 154·0  |                      |
| 21      | Toolseedoss Dutt, .....         | .....                      | 18·0                        | 26         | 27       | 21           | 33                            | 28                | 153·0  | } Gain free scholar- |
| 22      | Anund Chunder Doss, .....       | .....                      | 25·75                       | 28·5       | 25       | 12·75        | 35                            | 25                | 152·0  |                      |
| 23      | Gopeenauth Mookerjee, .....     | .....                      | 18·0                        | 22·5       | 28       | 24·25        | 32                            | 25                | 149·75 | } ships.             |
| 24      | Omachurn Gangooly, .....        | Junior (Free,) .....       | 27·0                        | 24         | 30       | 8            | 39                            | 20                | 148    |                      |
| 25      | Soorjee Coomar Sen, .....       | Howrah 1st year, .....     | 23·0                        | 24         | 30       | 10·25        | 42                            | 18                | 147·25 | } Forfeit.           |
| 26      | Oboy Churn Mookerjee, .....     | Ditto, .....               | 21·0                        | 26         | 24       | 20·25        | 32½                           | 22                | 145·75 |                      |
| 27      | Caseeprosno Mitter, .....       | .....                      | 22·0                        | 28·5       | 29       | 8            | 35                            | 22                | 144·5  | } Forfeit.           |
| 28      | Kadarnauth Banerjee, .....      | .....                      | 21·5                        | 23         | 26       | 14           | 31                            | 25                | 140·5  |                      |
| 29      | Horembo Chunder Chowdhry, ..... | Howrah 1st year, .....     | 24·0                        | 21         | 25       | 20           | 34                            | 16                | 140·0  | } Forfeit.           |
| 30      | Prosunno Coomar Banerjee,...    | Ooterparah 1st year, ..... | 22·75                       | 24         | 24       | 12·5         | 34·5                          | 19                | 137·0  |                      |
| 31      | Russicklal Pyne, .....          | .....                      | 24·0                        |            | 31       | 19·5         | 33·5                          | 28·5              | 136·25 | } Forfeit.           |
| 32      | Brojonauth Lahoory, .....       | Howrah (Free,) .....       | 23·5                        | 17         | 23       | 15·5         | 34                            | 21                | 134    |                      |
| 33      | Rajcoomar Roy Chowdhry, ...     | Howrah 1st year, .....     | 13·5                        | 15         | 27       | 19·25        | 30                            | 24                | 128·75 | } Forfeit.           |
| 34      | Gooroo Puddo Gopta, .....       | .....                      | 16·5                        | 21         | 26       | 6·75         | 33                            | 25                | 128·25 |                      |
| 35      | Omesh Chunder Banerjee, ...     | Ooterparah 1st year, ..... | 21                          | 20         | 24       | 16·5         | 30                            | 15                | 126·5  | } Forfeits.          |
| 36      | Dwarkanath Ghose, .....         | .....                      | 22                          | 17         | 16       | 2            | 43                            | 26                | 126    |                      |
| 37      | Joykisto Bose, .....            | .....                      | 10·25                       | 17         | 23       | 13·75        | 39·5                          | 22                | 125·5  | } Forfeit.           |
| 38      | Omesh Chunder Mozumdar,...      | .....                      | 16·0                        | 18         | 20       | 12·5         | 30·5                          | 26·5              | 123·5  |                      |
| 39      | Khetro Chunder Mitter, .....    | .....                      | 17·75                       | 15         | 19       | 17           | 35·5                          | 17                | 121·25 | } Forfeit.           |
| 40      | Jagendro Chunder Bysack, ...    | .....                      | 19·0                        | 21         | 19       | 10·25        | 27                            | 23                | 119·25 |                      |
| 41      | Preonauth Dutt, .....           | .....                      | 17·75                       | 22         | 20       | 17·5         | 24                            | 15                | 116·25 | } Forfeit.           |
| 42      | Dwarkanauth Sen, .....          | .....                      | 16·25                       | 20         | 14       | 12           | 26                            | 18                | 106·25 |                      |

| Number.                 | Names of Candidates.         | Year.                      | NUMBER OF MARKS OBTAINED IN |            |          |              |                                       |                        | Total. | Remarks.  |
|-------------------------|------------------------------|----------------------------|-----------------------------|------------|----------|--------------|---------------------------------------|------------------------|--------|-----------|
|                         |                              |                            | History.                    | Geography. | Grammar. | Mathematics. | Translations<br>from Ver-<br>nacular. | Oral Exami-<br>nation. |        |           |
| 43                      | Hemchunder Dutt, .....       | .....                      | 10·75                       | 23·5       | 20       | 10·5         | 25                                    | 15                     | 104·75 | Forfeits. |
| 44                      | Bhoobun Mohun Mitter, .....  | Ooterparah free schp., ... | 16·5                        | 20·5       | 16       | 12           | 25·5                                  | 12                     | 102·5  |           |
| BRANCH SCHOOL STUDENTS. |                              |                            |                             |            |          |              |                                       |                        |        |           |
| 1                       | Mohendralal Sircar, .....    | .....                      | 38                          | 25         | 22       | 23           | 36                                    | 32½                    | 176·5  | } Gain.   |
| 2                       | Dinnobundoo Mitter, .....    | .....                      | 21·25                       | 23         | 27       | 28·25        | 40                                    | 17                     | 156·5  |           |
| 3                       | Sreekissen Chatterjee, ..... | .....                      | 26·25                       | 21         | 34       | 22·5         | 29                                    | 22                     | 154·75 |           |
| 4                       | Toolseedas Seal, .....       | .....                      | 23                          | 17         | 27       | 31·5         | 28                                    | 17                     | 143·5  |           |
| 5                       | Issen Chunder Mullick, ..... | .....                      | 20·25                       | 21·5       | 29       | 18           | 32                                    | 15                     | 135·75 |           |
| 6                       | Sidessur Doss, .....         | .....                      | 22·5                        | 23         | 20       | 17           | 29½                                   | 20                     | 132    |           |
| 7                       | Debendradeb Doss, .....      | .....                      | 26·25                       | 20         | 16       | 18·25        | 27                                    | 20                     | 127·25 |           |
| Out Student.            |                              |                            |                             |            |          |              |                                       |                        |        |           |
| 1                       | Chundrokant Sen, .....       | .....                      | 22                          | 17         | 16       | 14·25        | 30                                    | 33                     | 132·25 |           |

FRED. J. MOUAT, M. D.,  
 Secy. Council of Education.



*General Result of Junior Scholarship Examination.*

HOWRAH SCHOOL.

| Number. | Names of Candidates.           | NUMBER OF MARKS OBTAINED IN |            |          |              |                            |          | Total. | Remarks. |
|---------|--------------------------------|-----------------------------|------------|----------|--------------|----------------------------|----------|--------|----------|
|         |                                | History.                    | Geography. | Grammar. | Mathematics. | Translations from English. | Reading. |        |          |
| 1       | Dinnonath Mookerjee, ...       | 26·25                       | 28         | 25       | 14·25        | 28                         | 32·75    | 154·25 | Gains.   |
| 2       | Dwarkanath Chuckerbutty, ...   | 25                          | 21         | 27       | 19·75        | 20                         | 40       | 152·75 | Gains.   |
| 3       | Gopal Chunder Mullick, ...     | 17                          | 28·5       | 16       | 19·75        | 24                         | 26·5     | 131·75 |          |
| 4       | Dinnobundo Dutt, ...           | 13·5                        | 15·5       | 20       | 24·5         | 15                         | 33       | 121·5  |          |
| 5       | Prosuno Coomar Chatterjee, ... | 12·25                       | 10·5       | 14       | 11·5         | 18                         | 25·5     | 91·75  |          |
| 6       | Ramchunder Roy Chowdry, ...    | 8·75                        | 15         | 13       | 8·75         | 19                         | 20·25    | 83·75  |          |

FRED. J. MOUAT, M. D., *Secretary.*

*General Result of Junior Scholarship Examination.*

OOTERPARAH SCHOOL.

| Number. | Names of Candidates.             | NUMBER OF MARKS OBTAINED IN |            |          |              |               |          | Total. | Remarks.                                                                         |
|---------|----------------------------------|-----------------------------|------------|----------|--------------|---------------|----------|--------|----------------------------------------------------------------------------------|
|         |                                  | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Reading. |        |                                                                                  |
| 1       | Sreenauth Acharjea, ... ..       | 25.                         | 31.5       | 34.      | 24.75        | 30.           | 30.25    | 175.5  | Gains.<br><br>These pupils ought not<br>to have been sent up for<br>examination. |
| 2       | Govindo Chunder Mitter, ... ..   | 20.75                       | 25.        | 16.      | 26.          | 31.           | 26.5     | 145.25 |                                                                                  |
| 3       | Kallee Doss Bose, ... ..         | 18.25                       | 24.        | 20.      | 10.5         | 33.           | 22.5     | 128.25 |                                                                                  |
| 4       | Omesh Chunder Mitter,... ..      | 11.                         | 20.5       | 13.      | 11.25        | 30.5          | 23.5     | 109.75 |                                                                                  |
| 5       | Sree Nath Banerjea, ... ..       | 12.                         | 11.5       | 18.      | 13.25        | 24.           | 22.5     | 101.25 |                                                                                  |
| 6       | Kallee Kissen Ghose, ... ..      | 10.75                       | 16.        | 12.      | 10.25        | 25.           | 24.25    | 98.25  |                                                                                  |
| 7       | Issur Chunder Gangooly, ... ..   | 16.                         | 20.5       | 16.      | 3.75         | 19.           | 21.75    | 97.    |                                                                                  |
| 8       | Bejoy Kissen Mookerjea, ... ..   | 13.75                       | 12.5       | 13.      | 2.           | 29.           | 19.5     | 89.75  |                                                                                  |
| 9       | Hurry Mohun Sen,... ..           | 9.5                         | 17.5       | 12.      | 8.5          | 24.5          | 15.75    | 87.75  |                                                                                  |
| 10      | Hurrish Chunder Banerjea, ... .. | 16.                         | 11.5       | 12.      | 4.           | 22.           | 20.      | 85.5   |                                                                                  |
| 11      | Gyanodo Mitter, ... ..           | 9.25                        | 16.5       | 11.      | 9.25         | 20.           | 18.5     | 84.5   |                                                                                  |

FRED. J. MOUAT, M. D., *Secretary.*



*General Result of Junior Scholarship Examination.*

BARRACKPORE SCHOOL.

| Number. | Names of Candidates.          | NUMBER OF MARKS OBTAINED IN |            |          |              |               |          | Total. | Remarks.                 |
|---------|-------------------------------|-----------------------------|------------|----------|--------------|---------------|----------|--------|--------------------------|
|         |                               | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Reading. |        |                          |
| 1       | Mohendronath Banerjee, .....  | 12·5                        | 9·5        | 15       | 6·25         | 20            | 23·5     | 86·75  | } No scholarship gained. |
| 2       | Kasinath Ghose, .....         | 11                          | 8·5        | 18       | 7·75         | 17            | 21       | 83·25  |                          |
| 3       | Womes Chunder Doss, .....     | 7·75                        | 15         | 13       | 3            | 24            | 15       | 77·75  |                          |
| 4       | Budden Chunder Chowdry, ..... | 8                           | 9·5        | 14       | 8·25         | 14            | 19·5     | 73·25  |                          |

FRED. J. MOUAT, M. D., *Secretary.*

*General Result of Junior Scholarship Examination.*

RUSSAPUGLAH SCHOOL.

| Number. | Names of Candidates.        | NUMBER OF MARKS OBTAINED IN |            |          |              |               |                   | Total. | Remarks.               |
|---------|-----------------------------|-----------------------------|------------|----------|--------------|---------------|-------------------|--------|------------------------|
|         |                             | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Oral Examination. |        |                        |
| 1       | Punchanund Banerjee, .. ..  | 4                           | 15         | 16       | 5·5          | 24            | 15                | 79·5   | No scholarship gained. |
| 2       | Ombicachurn Biswas, .. ...  | 3·75                        | 17         | 12       | 5            | 20            | 6                 | 63·75  |                        |
| 3       | Prosunno Coomar Ghose,.. .. | 7·75                        | 11         | 12       | 6·25         | 15            | 9                 | 61     |                        |

FRED. J. MOUAT, M. D.,  
Secretary.



*General Results of the Senior Scholarship Examination of the Government Sanscrit College, for 1849-50.*  
TOTAL NUMBER OF MARKS 300—THE NUMBER 50 DENOTING PERFECTION IN EACH SUBJECT.

| Number. | Names.                        | NUMBER OF MARKS OBTAINED IN |           |          |        |                      |                     |        | In Science selected. | Remarks.                           |
|---------|-------------------------------|-----------------------------|-----------|----------|--------|----------------------|---------------------|--------|----------------------|------------------------------------|
|         |                               | Literature.                 | Rhetoric. | Science. | Essay. | Poetical Es-<br>say. | Bengali Es-<br>say. | Total. |                      |                                    |
| 1       | Tarashankar Sharma,... ..     | 48                          | 46        | 40       | 40     | 48                   | 45                  | 267    | Law, .....           | } Retain.                          |
| 2       | Ramkamal Sharma, ... ..       | 44                          | 46        | 48       | 40     | 32                   | 32                  | 242    | Logic, .....         |                                    |
| 3       | Madhab Chandra Sharma,... ..  | 40                          | 36        | 40       | 35     | 42                   | 32                  | 225    | Law, .....           |                                    |
| 4       | Girish Chandra Sharma, ... .. | 42                          | 44        | 45       | 37     | 25                   | 28                  | 221    | } Logic, ...         |                                    |
| 5       | Jaganmohan Sharma,... ..      | 40                          | 35        | 42       | 35     | 38                   | 30                  | 220    |                      |                                    |
| 6       | Chandrakant Sharma, ... ..    | 40                          | 35        | 46       | 36     | 30                   | 28                  | 215    | } Law, .....         |                                    |
| 7       | Kaleeprasanna Sharma, ... ..  | 35                          | 36        | 44       | 25     | 32                   | 32                  | 204    |                      |                                    |
| 8       | Harinath Sharma, ... ..       | 35                          | 25        | 40       | 30     | 30                   | 40                  | 200    |                      |                                    |
| 9       | Ramnarayan Sharma,... ..      | 36                          | 25        | 42       | 35     | 30                   | 30                  | 198    |                      |                                    |
| 10      | Beereshwar Sharma, ... ..     | 36                          | 30        | 38       | 32     | 30                   | 26                  | 192    | Logic, .....         | Promoted.<br>Entitled.<br>Retains. |
| 11      | Kailas Chandra Sharma, ... .. | 28                          | 38        | 40       | 25     | 32                   | 27                  | 190    | Logic, .....         |                                    |
| 12      | Ramanath Sharma,... ..        | 35                          | 25        | 32       | 32     | 30                   | 30                  | 184    | Law, .....           |                                    |
| 13      | Rajbullabh Sharma, ... ..     | 36                          | 27        | 40       | 25     | 16                   | 28                  | 172    | Logic, .....         |                                    |
| 14      | Brajamohan Sharma, ... ..     | 26                          | 18        | 44       | 27     | 30                   | 16                  | 161    | Law, .....           | Retains.                           |
| 15      | Harilall Sharma,... ..        | 30                          | 27        | 18       | 28     | 15                   | 18                  | 136    | Logic.               |                                    |
| 16      | Haranand Sharma, ... ..       | 25                          | 16        | 30       | 20     | 20                   | 20                  | 131    | Law.                 | Died.                              |
| 17      | Deenabandhu Sharma, ... ..    | 18                          | 18        | 20       | 25     | 25                   | 18                  | 124    | Logic.               |                                    |
| 18      | Neelkamal Sharma, ... ..      | 27                          | 30        | 5        | 0      | 25                   | 0                   | 87     | Logic, .....         |                                    |

ESHWAR CHUNDRA SHARMA, *Examiner.*

(True Copy,)

FRED. J. MOUAT, M. D., *Secretary, Council of Education.*

*General Results of the Junior Scholarship Examination of the Government Sanscrit College, for 1849-50.*

TOTAL NUMBER OF MARKS 250—THE NUMBER 50 DENOTING PERFECTION IN EACH SUBJECT.

| Number. | Names.                                  | NUMBER OF MARKS OBTAINED IN |          |             |                                         |                                         | Total. | Remarks.             |
|---------|-----------------------------------------|-----------------------------|----------|-------------|-----------------------------------------|-----------------------------------------|--------|----------------------|
|         |                                         | Poetry.                     | Grammar. | Arithmetic. | Translation from Bengali into Sanscrit. | Translation from Sanscrit into Bengali. |        |                      |
| 1       | Ramgati Sharma, ... ..                  | 50                          | 48       | 48          | 40                                      | 43                                      | 229    | } Retain.            |
| 2       | Rammoy Sharma, ... ..                   | 41                          | 46       | 32          | 50                                      | 43                                      | 212    |                      |
| 3       | Ramakshoy Sharma, ... ..                | 42                          | 46       | 32          | 45                                      | 43                                      | 208    |                      |
| 4       | Somanath Sharma, ... ..                 | 41                          | 36       | 42          | 38                                      | 47                                      | 204    | } Gain.              |
| 5       | Saradaprasad Sharma, ... ..             | 36                          | 36       | 45          | 38                                      | 40                                      | 195    |                      |
| 6       | Girish Chandra Goopta, ... ..           | 39                          | 36       | 44          | 32                                      | 43                                      | 194    |                      |
| 7       | Shyama Charan Sharma, I., ... ..        | 36                          | 30       | 44          | 36                                      | 38                                      | 184    | } Retains.<br>Gains. |
| 8       | Shambhoo Chandra Sharma, ... ..         | 35                          | 26       | 32          | 45                                      | 46                                      | 184    |                      |
| 9       | Gourhari Sharma, .. ..                  | 85                          | 39       | 36          | 32                                      | 38                                      | 180    |                      |
| 10      | Krishna Kisshora Sharma, ... ..         | 36                          | 38       | 40          | 29                                      | 32                                      | 175    | } Retain.            |
| 11      | Deenanath Sharma, II., ... ..           | 36                          | 38       | 32          | 30                                      | 38                                      | 174    |                      |
| 12      | Gopal Chandra Goopta, ... ..            | 35                          | 38       | 25          | 35                                      | 32                                      | 165    |                      |
| 13      | Ramkamal Sharma, ... ..                 | 40                          | 33       | 26          | 25                                      | 40                                      | 164    | } Gain.              |
| 14      | Deenanath Sharma, I., ... ..            | 27                          | 25       | 26          | 32                                      | 40                                      | 150    |                      |
| 15      | Shrimanta Sharma, (out student,) ... .. | 29                          | 36       | 25          | 30                                      | 27                                      | 147    |                      |
| 16      | Neellohita Sharma, ... ..               | 27                          | 34       | 22          | 27                                      | 26                                      | 136    | } Entitled.          |
| 17      | Kalachand Sharma, ... ..                | 26                          | 16       | 28          | 30                                      | 32                                      | 132    |                      |
| 18      | Kedarnath Sharma, ... ..                | 29                          | 13       | 30          | 25                                      | 32                                      | 129    |                      |
| 19      | Tilak Chandra Sharma, ... ..            | 32                          | 16       | 8           | 35                                      | 37                                      | 128    |                      |



| Number. | Names.                            | NUMBER OF MARKS OBTAINED IN |          |             |                                         |                                         | Total. | Remarks.    |
|---------|-----------------------------------|-----------------------------|----------|-------------|-----------------------------------------|-----------------------------------------|--------|-------------|
|         |                                   | Poetry.                     | Grammar. | Arithmetic. | Translation from Bengali into Sanscrit. | Translation from Sanscrit into Bengali. |        |             |
| 20      | Kanti Chandra Sharma, ... ..      | 34                          | 24       | 20          | 18                                      | 30                                      | 126    | } Entitled. |
| 21      | Ramanath Sharma, ... ..           | 34                          | 27       | 14          | 20                                      | 30                                      | 125    |             |
| 22      | Abhoy Charan Goopta, ... ..       | 32                          | 28       | 20          | 20                                      | 20                                      | 120    |             |
| 23      | Shyama Charan Sharma, II., ... .. | 28                          | 12       | 10          | 20                                      | 30                                      | 100    |             |
| 24      | Jajneshwar Sharma, ... ..         | 15                          | 5        | 20          | 25                                      | 30                                      | 95     |             |
| 25      | Ishan Chandra Sharma, ... ..      | 18                          | 18       | 20          | 12                                      | 25                                      | 93     |             |
| 26      | Ramkushal Sharma, ... ..          | 20                          | 18       | 18          | 20                                      | 16                                      | 92     |             |
| 27      | Joygopal Sharma, ... ..           | 22                          | 5        | 8           | 25                                      | 20                                      | 80     |             |
| 28      | Brajanath Sharma, ... ..          | 10                          | 11       | 18          | 16                                      | 15                                      | 70     |             |
| 29      | Shambhu Chandra Goopta, ... ..    | 10                          | 5        | 14          | 6                                       | 18                                      | 53     |             |
| 30      | Kalidas Sharma, ... ..            | 7                           | 6        | 5           | 5                                       | 15                                      | 38     |             |
| 31      | Oomesh Chandra Goopta, ... ..     | 10                          | 0        | 0           | 8                                       | 15                                      | 33     |             |

ESHWAR CHUNDRA SHARMA,

*Examiner.*

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*Council of Education.*

*Return of the Annual Senior Scholarship Examination of the Calcutta Mudrissa, for the Year 1849-50,  
held on the 23rd, 24th, 26th, 28th, 29th and 31st October, 1850.*

CCXVI

APPENDIX F.

| Number. | Names.                     | NUMBER OF ERRORS. |           |      |              |            |            |          | NUMBER OF VALUATION. |        |           |      |              |            |            | Total valuation. | Remark of Decision. |          |                                         |
|---------|----------------------------|-------------------|-----------|------|--------------|------------|------------|----------|----------------------|--------|-----------|------|--------------|------------|------------|------------------|---------------------|----------|-----------------------------------------|
|         |                            | Logic.            | Geometry. | Law. | Mootunubbee. | Hurreeree. | Tymoorree. | Hidayah. | Composition.         | Logic. | Geometry. | Law. | Mootunubbee. | Hurreeree. | Tymoorree. |                  |                     | Hidayah. | Composition.                            |
| 1       | Moohummud Ilahdad, .....   | *                 | 10        | 5    | 10           | 1          | 1          | *        | *                    | 10     | *         | 5    | *            | 9          | 9          | 10               | 10                  | 53       | { Loses 5 Rs., 1 of 15 Rs. scholarship. |
| 2       | Moohummud Wuzeer, .....    | 10                | 5         | 10   | 6            | 1          | 6          | *        | 3                    | *      | 5         | *    | 4            | 9          | 4          | 10               | 7                   | 39 |  | Retains 15 Rs. |
| 3       | Toorab Ulee, .....         | 10                | 5         | 6    | 8            | 5          | 6          | *        | 1                    | *      | 5         | 4    | 2            | 5          | 4          | 10               | 9                   | 39       | { Loses 7 Rs., 1 of 8 Rs. scholarship.  |
| 4       | Moohummud Rashid, .....    | 5                 | *         | 5    | 6            | 3          | 4          | *        | 2                    | 5      | 10        | 5    | 4            | 7          | 6          | 10               | 8                   | 55 |  | Promoted to 20 Rs. |
| 5       | Hydur Ulee, .....          | 10                | 10        | 10   | 10           | 6          | 6          | 10       | 5                    | *      | *         | *    | *            | 4          | 4          | *                | 5                   | 13       | Unsuccessful, &c.                       |
| 6       | Riyazutoollah, .....       | 7                 | 10        | 6    | 1            | 1          | 6          | *        | 2                    | 3      | *         | 4    | 9            | 9          | 4          | 10               | 8                   | 47       | Promoted to 15 Rs.                      |
| 7       | Wujhoollah, .....          | 5                 | *         | *    | 3            | *          | 3          | *        | 1                    | 5      | 10        | 10   | 7            | 10         | 7          | 10               | 9                   | 68       | Promoted to 20 Rs.                      |
| 8       | Ubdoos Suttar, .....       | 5                 | *         | 5    | 5            | 3          | 4          | 2        | 3                    | 5      | 10        | 5    | 5            | 7          | 6          | 8                | 7                   | 53       | Promoted to 15 Rs.                      |
| 9       | Suadut Ulee, .....         | 5                 | *         | 2    | 3            | 3          | 5          | *        | 1                    | 5      | 10        | 8    | 7            | 7          | 5          | 10               | 9                   | 61       | Promoted to 20 Rs.                      |
| 10      | Wahidoollah, .....         | 5                 | 10        | 5    | 3            | 4          | 3          | *        | 2                    | 5      | *         | 5    | 7            | 6          | 7          | 10               | 8                   | 48       | Promoted to 15 Rs.                      |
| 11      | Uhmud, .....               | 5                 | 10        | 5    | 6            | 6          | 7          | *        | 4                    | 5      | *         | 5    | 4            | 4          | 3          | 10               | 6                   | 32       | { Retain 8 Rs.                          |
| 12      | Moohummud Fyzoollah, ..... | 5                 | 10        | 1    | 10           | 5          | 8          | *        | 4                    | 5      | *         | 9    | *            | 5          | 2          | 10               | 6                   | 37       |                                         |
| 13      | Nujmood-Deen, .....        | 10                | 10        | 5    | 6            | 8          | 7          | *        | 7                    | *      | *         | 5    | 4            | 2          | 3          | 10               | 3                   | 27       |                                         |
| 14      | Ubdoollah Khan, .....      | 5                 | 10        | 5    | 10           | 6          | 8          | *        | 5                    | 5      | *         | 5    | *            | 4          | 2          | 10               | 5                   | 26       |                                         |
| 15      | Ushabood-Deen, .....       | 5                 | 10        | 10   | 10           | 5          | 10         | 2        | 5                    | 5      | *         | *    | *            | 5          | *          | 8                | 5                   | 23       |                                         |
| 16      | Mooshurruf Ulee, .....     | 5                 | 5         | 10   | 2            | 5          | 5          | *        | 2                    | 5      | 5         | *    | 8            | 5          | 5          | 10               | 8                   | 46       | Promoted to 15 Rs.                      |



| Number. | Names.                   | NUMBER OF ERRORS. |           |      |            |            |            |          | NUMBER OF VALUATION. |        |           |      |            |            |            | Total valuation. | Remark of Decision. |          |                     |
|---------|--------------------------|-------------------|-----------|------|------------|------------|------------|----------|----------------------|--------|-----------|------|------------|------------|------------|------------------|---------------------|----------|---------------------|
|         |                          | Logic.            | Geometry. | Law. | Mootumbee. | Hurreeree. | Tymoorree. | Hidayah. | Composition.         | Logic. | Geometry. | Law. | Mootumbee. | Hurreeree. | Tymoorree. |                  |                     | Hidayah. | Composition.        |
| 17      | Ruhman Bukhsh, ...       | 5                 | 10        | 5    | 7          | 5          | 8          | 2        | 6                    | 5      | *         | 5    | 3          | 5          | 2          | 8                | 4                   | 32       | Retains 8 Rs.       |
| 18      | Ubdool Hyy,...           | 5                 | *         | 5    | 3          | 1          | 3          | 1        | 3                    | 5      | 10        | 5    | 7          | 9          | 7          | 9                | 7                   | 59       | Promoted to 20 Rs.  |
| 19      | Imamood-Deen, .....      | 10                | 5         | 10   | 8          | 10         | 10         | 10       | 10                   | *      | 5         | *    | 2          | *          | *          | *                | *                   | 7        | Unsuccessful.       |
| 20      | Ubdollah, ...            | Absent            |           |      |            |            |            |          |                      |        |           |      |            |            |            |                  |                     | }        | Absent.             |
| 21      | Mohummud Yasseen, .....  |                   |           |      |            |            |            |          |                      |        |           |      |            |            |            |                  |                     |          |                     |
| 22      | Ubdool Futtah, .....     | 7                 | 10        | 10   | 10         | 8          | 7          | 5        | 8                    | 3      | *         | *    | *          | 2          | 3          | 5                | 2                   | 15       | } * Unsuccessful.   |
| 23      | Nymood-Deen,.....        | 5                 | 10        | 5    | 10         | 10         | 6          | 10       | 5                    | 5      | *         | 5    | *          | *          | 4          | *                | 5                   | 19       |                     |
| 24      | Suadut Ulee,...          | 5                 | *         | 5    | 4          | 3          | 6          | *        | 4                    | 5      | 10        | 5    | 6          | 7          | 4          | 10               | 6                   | 53       | 15 Rs. scholarship. |
| 25      | Akbar Ulee, .....        | 10                | 10        | 10   | 10         | 10         | 10         | 10       | 10                   | *      | *         | *    | *          | *          | *          | *                | *                   | ■        | Unsuccessful.       |
| 26      | Aumeerud-Deen Uhmud, ... | Absent            |           |      |            |            |            |          |                      |        |           |      |            |            |            |                  | 5                   |          | Absent.             |
| 27      | Kulleemoollah,.....      | 10                | 10        | 5    | 10         | 10         | 10         | 6        | 5                    | *      | *         | 5    | *          | *          | *          | 4                |                     | 14       | Unsuccessful.       |
| 28      | Ifazood-Deen, .....      | 8                 | *         | 2    | 2          | 2          | 10         | 3        | 10                   | 2      | 10        | 8    | 8          | 8          | *          | 7                | ■                   | 43       | 15 Rs. scholarship. |
| 29      | Ghoolam Halleem, ...     | 10                | 10        | 5    | 10         | 10         | 10         | 10       | 10                   | *      | *         | 5    | *          | *          | *          | *                | *                   | 5        | } Unsuccessful.     |
| 30      | Bahayood-Deen, .....     | 10                | 10        | 5    | 10         | 10         | 10         | 10       | 10                   | *      | *         | 5    | *          | *          | *          | *                | *                   | 5        |                     |

FLETCHER HAYES, M. A., Captain,

*Late Officiating Principal, Calcutta Mudrissa,*

*and Examiner in Arabic Law.*

(True Copy,) FRED. J. MOUAT, M. D., Secretary,

*Council of Education.*

*Return of the Annual Junior Scholarship Examination of the Calcutta Mudrissa for the Year 1849-50,  
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| Number. | Names.                   | NUMBER OF ERRORS. |         |      |          |           |                  | NUMBER OF VALUATION. |          |         |      |          |           | Total Valuation. | Remark of Decision. |                  |                                                       |
|---------|--------------------------|-------------------|---------|------|----------|-----------|------------------|----------------------|----------|---------|------|----------|-----------|------------------|---------------------|------------------|-------------------------------------------------------|
|         |                          | Grammar.          | Syntax. | Law. | Algebra. | Viquayah. | Nufhutool Yumun. | Composition.         | Grammar. | Syntax. | Law. | Algebra. | Viquayah. |                  |                     | Nufhutool Yumun. | Composition.                                          |
| 1       | Uhsunoollah, .....       | 5                 | *       | 5    | 10       | *         | *                | *                    | 5        | 10      | 5    | *        | 10        | 10               | 10                  | 50               | Retains 8 Rupees.<br>Unsuccessful.<br>Gains 8 Rupees. |
| 2       | Ubdool Hammeed, .....    | 10                | *       | 5    | 10       | 2         | 8                | 10                   | *        | 10      | 5    | *        | 8         | 2                | *                   | 25               |                                                       |
| 3       | Ubdool Qadir, .....      | 5                 | *       | 10   | *        | 1         | *                | *                    | 5        | 10      | *    | 10       | 9         | 10               | 10                  | 54               |                                                       |
| 4       | Hessanbood-Deen, .....   | 10                | *       | 10   | 10       | 2         | 6                | 10                   | *        | 10      | *    | *        | 8         | 4                | *                   | 22               | Unsuccessful.                                         |
| 5       | Muhfooz Rubbee, .....    | 10                | 5       | 10   | 10       | 5         | 10               | 10                   | *        | 5       | *    | *        | 5         | *                | *                   | 10               |                                                       |
| 6       | Ubdool Rusheed,... ..    | 10                | 10      | 10   | 10       | 5         | 5                | 10                   | *        | *       | *    | *        | 5         | 5                | *                   | 10               |                                                       |
| 7       | Moohummud Musaud, ... .. | Absent.           |         |      |          |           |                  |                      |          |         |      |          |           |                  |                     |                  |                                                       |
| 8       | Shurafutoollah, ... ..   | 5                 | 5       | 10   | 10       | *         | 5                | 4                    | 5        | 5       | *    | *        | 10        | 5                | 6                   | 31               |                                                       |
| 9       | Tufuzool Hoossein, ..... | 10                | 10      | 5    | 5        | 10        | 10               | 10                   | *        | *       | 5    | 5        | *         | *                | *                   | 10               | Gains 8 Rupees.                                       |
| 10      | Uhmud Hoossein, .....    | 10                | 10      | 10   | 10       | 5         | *                | 10                   | ■        | *       | *    | *        | 5         | 10               | *                   | 15               |                                                       |
| 11      | Ellahee Bukhsh, .....    | 5                 | *       | 10   | 10       | 5         | 10               | 10                   | 5        | 10      | *    | *        | 5         | *                | *                   | 20               |                                                       |
| 12      | Ubdool Ruof, .. ...      | 10                | 5       | *    | 5        | 10        | 10               | 10                   | *        | 5       | 10   | 5        | *         | *                | *                   | 20               |                                                       |
| 13      | Ghoolam Rubbany,.....    | 5                 | *       | *    | *        | *         | *                | *                    | 5        | 10      | 10   | 10       | 10        | 10               | 10                  | 65               |                                                       |
| 14      | Ubdool Ruhman,... ..     | 10                | 5       | 5    | 10       | 2         | 4                | 5                    | *        | 5       | 5    | *        | 8         | 6                | 5                   | 29               | Unsuccessful.                                         |
| 15      | Ghoolam Surwur, .....    | 5                 | 5       | 5    | 10       | *         | 3                | 5                    | 5        | 5       | 5    | *        | 10        | 7                | 5                   | 37               |                                                       |
| 16      | Ubdool Ruof, ... ..      | 10                | *       | 10   | 10       | 2         | 6                | 10                   | *        | 10      | *    | *        | 8         | 4                | *                   | 22               |                                                       |
| 17      | Inaumood-Deen, .....     | 10                | *       | 10   | 10       | 2         | 10               | 10                   | *        | 10      | *    | *        | 8         | *                | *                   | 18               |                                                       |
| 18      | Jeenut Ulee,.....        | 10                | 5       | 10   | 10       | 2         | *                | 10                   | *        | 5       | *    | *        | 8         | 10               | *                   | 23               |                                                       |



| Number. | Names.                            | NUMBER OF ERRORS. |         |      |          |           |                  |              | NUMBER OF VALUATION. |         |      |          |           |                  |              | Total Valuation. | Remark of Decision.                |
|---------|-----------------------------------|-------------------|---------|------|----------|-----------|------------------|--------------|----------------------|---------|------|----------|-----------|------------------|--------------|------------------|------------------------------------|
|         |                                   | Grammar.          | Syntax. | Law. | Algebra. | Viquayah. | Nufhutool Yumun. | Composition. | Grammar.             | Syntax. | Law. | Algebra. | Viquayah. | Nufhutool Yumun. | Composition. |                  |                                    |
| 19      | Kumur Ulee, .....                 | 5                 | 5       | 10   | 10       | *         | 5                | 5            | 5                    | 5       | *    | *        | 10        | 5                | 5            | 30               | } Unsuccessful.<br>Gains 8 Rupees. |
| 20      | Syud Mubarak Ulee, .....          | 10                | 5       | 10   | 10       | 10        | 7                | 4            | *                    | 5       | *    | *        | *         | 3                | 6            | 14               |                                    |
| 21      | Busheerullah, .....               | 10                | *       | 5    | *        | 2         | 1                | 1            | *                    | 10      | 5    | 10       | 8         | 9                | 9            | 51               |                                    |
| 22      | Moohummud Ubdoollah, .....        | 10                | *       | 5    | 10       | 2         | 9                | 5            | *                    | 10      | 5    | *        | 8         | 1                | 5            | 29               | } Unsuccessful.                    |
| 23      | Jaun Ulee, .....                  | 10                | 5       | 5    | 10       | 5         | 10               | 10           | *                    | 5       | 5    | *        | 5         | *                | *            | 15               |                                    |
| 24      | Unwuroollah, .....                | 10                | 5       | 5    | 10       | *         | 1                | 2            | *                    | 5       | 5    | *        | 10        | 9                | 8            | 37               |                                    |
| 25      | Moohummud Ruzeedul Hosenny, ..... | 10                | 10      | 5    | 10       | 10        | 10               | 10           | *                    | *       | 5    | *        | *         | *                | *            | 5                |                                    |
| 26      | Mufeezud-Deen, ...                | 10                | *       | 10   | 10       | 5         | 4                | 10           | *                    | 10      | *    | *        | 5         | 6                | *            | 21               |                                    |
| 27      | 2nd Kumur Ulee, .....             | 5                 | *       | 10   | 10       | 10        | 10               | 10           | 5                    | 10      | *    | *        | *         | *                | *            | 15               | } Gain 8 Rupees.                   |
| 28      | Ubdool Wahid, ...                 | 5                 | *       | 10   | *        | *         | *                | 1            | 5                    | 10      | *    | 10       | 10        | 10               | 9            | 54               |                                    |
| 29      | Zenaid Wuddeen, .....             | 5                 | *       | 5    | *        | 2         | *                | 2            | 5                    | 10      | 5    | 10       | 8         | 10               | 8            | 56               |                                    |
| 30      | Shurufutoollah, ...               | 5                 | *       | 10   | 10       | 10        | 1                | 10           | 5                    | 10      | *    | *        | *         | 9                | *            | 24               | } Unsuccessful.                    |
| 31      | Ubdool Subhaun, .....             | 5                 | 5       | 10   | 10       | 5         | 5                | 5            | 5                    | 5       | *    | *        | 5         | 5                | 5            | 25               |                                    |
| 32      | Ruheemud-Deen,...                 | 10                | 10      | 10   | 10       | 10        | ■                | 10           | *                    | *       | *    | *        | *         | 10               | *            | 10               |                                    |
| 33      | Moohummud Sadir,.....             | 10                | 10      | *    | 10       | 10        | 6                | 3            | *                    | *       | 10   | *        | *         | 4                | 7            | 21               |                                    |
| 34      | Irshaudollah, .....               | 10                | 5       | 10   | 10       | 5         | 10               | 10           | *                    | 5       | *    | *        | 5         | *                | *            | 10               |                                    |
| 35      | Syud Smyle, .....                 | 10                | *       | *    | 10       | 5         | 7                | 5            | *                    | 10      | 10   | *        | 5         | 3                | 5            | 33               | } Unsuccessful.                    |
| 36      | Museehullah, .....                | 10                | 5       | 10   | 10       | 5         | 2                | 6            | *                    | 5       | *    | *        | 5         | 8                | 4            | 22               |                                    |
| 37      | Asgur Ulee, .....                 | 10                | *       | *    | 10       | 10        | 10               | 10           | *                    | 10      | 10   | *        | *         | *                | *            | 20               |                                    |
| 38      | Jaffur Ulee, .....                | 10                | *       | 10   | 10       | 5         | 1                | 2            | *                    | 10      | *    | *        | 5         | 9                | 8            | 32               | } Gains 8 Rupees.<br>Unsuccessful. |
| 39      | Moohummud Ubdool Hukeem, .....    | 5                 | *       | 5    | *        | 2         | 1                | 1            | 5                    | 10      | 5    | 10       | 8         | 9                | 9            | 56               |                                    |
| 40      | Muhfoozoollah, .....              | 10                | 10      | 10   | 10       | 5         | 10               | 10           | *                    | *       | *    | *        | 5         | *                | *            | 5                |                                    |

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N

| Number. | Names.                  | NUMBER OF ERRORS. |         |      |          |           |                  |              | NUMBER OF VALUATION. |         |      |          |           |                  |              | Total Valuation. | Remark of Decision. |
|---------|-------------------------|-------------------|---------|------|----------|-----------|------------------|--------------|----------------------|---------|------|----------|-----------|------------------|--------------|------------------|---------------------|
|         |                         | Grammar.          | Syntax. | Law. | Algebra. | Viquayah. | Nufhutool Yumun. | Composition. | Grammar.             | Syntax. | Law. | Algebra. | Viquayah. | Nufhutool Yumun. | Composition. |                  |                     |
| 41      | Ubdool Ahud, .....      | 10                | 10      | 5    | *        | 5         | 4                | 2            | *                    | *       | 5    | 10       | 5         | 6                | 8            | 34               | Unsuccessful.       |
| 42      | Moohummud Ihayab, ..... | 10                | *       | 5    | 10       | 2         | *                | 2            | *                    | 10      | 5    | *        | 8         | 10               | 8            | 41               |                     |
| 43      | Ubdoolah, .....         | 10                | 5       | 5    | 10       | *         | 2                | 1            | *                    | 5       | 5    | *        | 10        | 8                | 9            | 37               |                     |
| 44      | Ubdool Huqq, .....      | 10                | 10      | 10   | 10       | 10        | 10               | 10           | *                    | *       | *    | *        | *         | *                | *            | *                |                     |
| 45      | Ubdool Mujeed, .....    | 10                | *       | 5    | 5        | 5         | 10               | 10           | *                    | 10      | 5    | 5        | 5         | *                | *            | 25               |                     |
| 46      | 2nd Akbur Ulee,...      | 5                 | 5       | 5    | 10       | 10        | 10               | 10           | 5                    | 5       | 5    | *        | *         | *                | *            | 15               |                     |
| 47      | Sufdarool Huqq, .....   | 10                | 10      | 10   | 10       | 10        | 10               | 10           | *                    | *       | *    | *        | *         | *                | *            | *                |                     |
| 48      | Ashukhoollah, .....     | 5                 | 5       | 10   | 10       | 10        | 10               | 10           | 5                    | 5       | *    | *        | *         | *                | *            | 10               | Gains 8 Rupees.     |
| 49      | Sulleemoollah, .....    | 10                | 10      | 10   | 10       | 10        | 10               | 10           | *                    | *       | *    | *        | *         | *                | *            | *                |                     |
| 50      | Uhmudoollah, .....      | 10                | 5       | 10   | 10       | 10        | 10               | 10           | *                    | 5       | *    | *        | *         | *                | *            | 5                |                     |
| 51      | Ubdool Wuhaub, .....    | 5                 | 5       | 5    | 5        | 2         | 2                | 4            | 5                    | 5       | 5    | 5        | 8         | 8                | 6            | 42               | Unsuccessful.       |
| 52      | Qoodrutoollah, .....    | 10                | 5       | 10   | 10       | 10        | 10               | 10           | *                    | 5       | *    | *        | *         | *                | *            | 5                |                     |
| 53      | Fusleeood-Deen, .....   | 5                 | 5       | 10   | 10       | 10        | 10               | *            | 5                    | 5       | *    | *        | *         | *                | 10           | 20               |                     |
| 54      | Azhurrool Huqq,...      | 10                | *       | 10   | 10       | 2         | 10               | 10           | *                    | 10      | *    | *        | 8         | *                | *            | 18               | Gains 8 Rupees.     |
| 55      | Husseebood-Deen, .....  | 5                 | *       | 10   | 10       | 5         | 10               | 10           | 5                    | 10      | *    | *        | 5         | *                | *            | 20               |                     |
| 56      | Hubeeboollah, .....     | 5                 | *       | 5    | *        | *         | 2                | 2            | 5                    | 10      | 5    | 10       | 10        | 8                | 8            | 56               |                     |

FRED. J. MOUAT, M. D., *Secretary,*  
*Council of Education.*

FLETCHER HAYES, M. A., *Captain,*  
*Late Officiating Principal, Calcutta Mudrissa,*  
*and Examiner in Arabic Law.*



General Result of Senior Scholarship Examination.

TOTAL VALUE 350.

HOOGHLY COLLEGE.

| Number. | Names of Candidates.           | Year.                                                                                | NUMBER OF MARKS OBTAINED IN |             |                         |                        |             |                      |           |        | Total.                                                                                | Remarks. |
|---------|--------------------------------|--------------------------------------------------------------------------------------|-----------------------------|-------------|-------------------------|------------------------|-------------|----------------------|-----------|--------|---------------------------------------------------------------------------------------|----------|
|         |                                |                                                                                      | History.                    | Literature. | Mixed Ma-<br>thematics. | Pure Mathe-<br>matics. | Es-<br>say. | Vernacular<br>Essay. | Rhetoric. |        |                                                                                       |          |
|         | <i>First Class.</i>            |                                                                                      |                             |             |                         |                        |             |                      |           |        |                                                                                       |          |
| 1       | Kallee Prosunoo Chatterjea, .. | 4th year Senior, ...                                                                 | 12·8                        | 31·5        | 24·                     | 22·5                   | 35·         | 29·                  | 27·75     | 182·55 | Retains.                                                                              |          |
|         | <i>Second Class.</i>           |                                                                                      |                             |             |                         |                        |             |                      |           |        |                                                                                       |          |
| 1       | Pran Kisto Ghose, .....        | 3rd year Senior, ...                                                                 | 31·3                        | 32·         | 21·                     | 23·75                  | 37·         | 28·                  | 30·5      | 203·55 | } Retain.<br>Gains a senior<br>pay scholarship.<br>Gains a junior<br>pay scholarship. |          |
| 2       | Isser Chunder Doss, .....      | 3rd year Senior, ...                                                                 | 17·5                        | 32·5        | 26·75                   | 26·25                  | 42·         | 26·                  | 28·25     | 199·25 |                                                                                       |          |
| 3       | Omesh Chunder Bannerjea, ...   | 1st year Senior, Free,                                                               | 19·1                        | 21·5        | 15·                     | 15·5                   | 27·         | 30·                  | 27·25     | 155·35 |                                                                                       |          |
| 4       | Omesh Chunder Ghose, .....     | 1st year Junior, Free,                                                               | 8·4                         | 20·         | 11·75                   | 9·75                   | 18·         | 28·                  | 25·5      | 121·40 |                                                                                       |          |
|         | <i>Third Class.</i>            |                                                                                      |                             |             |                         |                        |             |                      |           |        |                                                                                       |          |
| 1       | Kedernauth Dutt, .....         | 1st year Senior, ...                                                                 | 16·4                        | 26·         | 27·5                    | 28·75                  | 26·         | 29·                  | 27·75     | 181·40 | } Retain.                                                                             |          |
| 2       | Dwarkanauth Mitter, .....      | 1st year Senior, ...                                                                 | 15·9                        | 33·5        | 27·5                    | 21·5                   | 28·         | 28·                  | 25·75     | 180·15 |                                                                                       |          |
| 3       | Poornoo Chunder Shome, .....   | 1st year Senior, ...                                                                 | 13·                         | 29·         | 25·5                    | 28·                    | 30·         | 22·                  | 32·       | 179·5  |                                                                                       |          |
| 4       | Soorjee Coomar Dhur, .....     | { 1st yr. Sr. Ra-<br>nee Kateanee, }                                                 | 13·7                        | 20·5        | 26·                     | 28·5                   | 25·         | 25·                  | 24·25     | 162·95 |                                                                                       |          |
| 5       | Khetter Nauth Addy, .....      | 3rd year Junior, ...                                                                 | 19·1                        | 20·5        | 8·5                     | 14·5                   | 25·         | 23·                  | 23·25     | 133·85 |                                                                                       |          |
| 6       | Jodoo Nath Ghose, .....        | { Jr. 1st yr., Free.<br>A Candidate for<br>insertion in the<br>Council's list, ... } | 11·4                        | 18·5        | 4·5                     | 13·                    | 20·         | 34·                  | 25·25     | 126·65 | { Gains a junior<br>pay scholarship.                                                  |          |

| Number.       | Names of Candidates.           | Year.                                     | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           | Total. | Remarks.                    |  |
|---------------|--------------------------------|-------------------------------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|-----------------------------|--|
|               |                                |                                           | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |                             |  |
| Fourth Class. |                                |                                           |                             |             |                    |                   |                |                   |           |        |                             |  |
| 1             | Nobin Chunder Ghose, .....     | .....                                     | 19.                         | 29.5        | 21.                | 26.5              | 16.            | 32.               | ...       | 144.   | Free scholar.               |  |
| 2             | Juggo Mohun Roy, .....         | { 2nd year Junior }<br>{ (Cuttack,) ... } | 24.5                        | 22.         | 13.5               | 11.5              | 17.            | 41.               | ...       | 129.50 | } Retain.                   |  |
| 3             | Omerto Loll Ghose, .....       | 1st year Junior, ..                       | 26.6                        | 29.         | 10.25              | 19.               | 14.            | 28.               | ...       | 126.85 |                             |  |
| 4             | Prosno Coomar Mozumdar, ...    | .....                                     | 30.8                        | 30.         | 14.75              | 11.25             | 20.            | 21.               | ...       | 127.80 | Free scholar.               |  |
| 5             | Nundo Loll Doss, .....         | 2nd year Junior, ...                      | 26.2                        | 30.         | 7.5                | 4.5               | 16.            | 21.               | ...       | 105.20 | } Retain.                   |  |
| 6             | Thacoor Doss Rokhit, .....     | 2nd year Junior, ...                      | 18.1                        | 16.5        | 25.5               | 21.               | 8.             | 24.               | ...       | 113.10 |                             |  |
| 7             | Bunko Beharry Bose, .....      | 3rd year Junior, ...                      | 17.5                        | 34.         | 7.75               | 7.                | 22.            | 23.               | ...       | 111.25 | } Free scholar.<br>Retains. |  |
| 8             | Sib Chunder Shome, .....       | .....                                     | 20.1                        | 25.         | 9.5                | 9.5               | 25.            | 22.               | ...       | 111.10 |                             |  |
| 9             | Anund Chunder Mullick, .....   | 2nd year Junior, ...                      | 20.9                        | 21.5        | 6.75               | 9.                | 18.            | 33.               | ...       | 109.15 | } Free scholars.            |  |
| 10            | Hurry Sunker Dutt, .....       | .....                                     | 16.6                        | 31.         | 2.5                | 2.5               | 20.            | 31.               | ...       | 103.6  |                             |  |
| 11            | Bany Madhub Ghose, .....       | .....                                     | 16.1                        | 24.         | 10.5               | 9.25              | 13.            | 28.               | ...       | 100.85 |                             |  |
| 12            | Gocool Kisto Sing, .....       | .....                                     | 8.5                         | 22.         | 14.                | 12.5              | 18.            | 25.               | ...       | 100.   |                             |  |
| 13            | Gopaul Chunder Goopta, .....   | .....                                     | 14.2                        | 18.         | 7.75               | 14.               | 14.            | 32.               | ...       | 99.95  | } Retain.                   |  |
| 14            | Koylas Chunder Chatterjea, ... | 2nd year Junior, ...                      | 16.2                        | 27.5        | 2.                 | 5.                | 13.            | 33.               | ...       | 96.70  |                             |  |
| 15            | Ughore Chunder Mitter, .....   | 2nd year Junior, ...                      | 11.5                        | 23.4        | 4.                 | 4.                | 20.            | 30.               | ...       | 92.90  | } Retain.                   |  |
| 16            | Russick Loll Bose, .....       | .....                                     | 11.9                        | 15.5        | 5.                 | 7.5               | 18.            | 34.               | ...       | 91.90  |                             |  |
| 17            | Nil Chunder Banerjea, .....    | 2nd year Junior, ...                      | 12.5                        | 21.         | 14.5               | 8.5               | 18.            | 17.               | ...       | 91.50  |                             |  |
| 18            | Rujo Dhur Roy, .....           | 1st year Junior, ...                      | 11.                         | 23.4        | 8.5                | 14.               | 9.             | 26.               | ...       | 91.90  |                             |  |
| 19            | Dino Nath Sircar, .....        | { 2nd year Junior }<br>{ (Cuttack,) ... } | 9.3                         | 12.         | 4.                 | 1.5               | 15.            | 39.               | ...       | 80.80  |                             |  |

FRED. J. MOUAT, M. D., Secy. Council of Education.



# General Result of Junior Scholarship Examination.

TOTAL AGGREGATE VALUE 300.

HOOGLY COLLEGE.

| Number. | Names of Candidates.                            | NUMBER OF MARKS OBTAINED IN |            |          |              |              |          | Total. | Remarks.                       |
|---------|-------------------------------------------------|-----------------------------|------------|----------|--------------|--------------|----------|--------|--------------------------------|
|         |                                                 | History.                    | Geography. | Grammar. | Mathematics. | Translation. | Reading. |        |                                |
| 1       | Koylas Chunder Mittre, .....                    | 23·5                        | 32         | 30       | 35·25        | 34           | 33       | 187·75 | Gains a Zemindary scholarship. |
| 2       | Womes Churn Haldar, (Free Scr. 1st yr.,) ...    | 24·5                        | 23·5       | 39       | 26·5         | 30           | 39·5     | 183    |                                |
| 3       | Pitamber Mookerjee, (Free Scr. 1st yr.,) .....  | 21·5                        | 21·5       | 35       | 27·5         | 46·5         | 31       | 183    |                                |
| 4       | Waris Ali, (Zemindary Jr. Scr. 1st yr.,) .....  | 18·5                        | 28         | 26       | 23·75        | 44           | 35·5     | 175·75 | Forfeit.                       |
| 5       | Anundo Chunder Bose, (Jr. Scr. 1st yr.,).....   | 20·5                        | 25·5       | 25       | 33           | 35           | 31       | 170    |                                |
| 6       | Khetter Mohun Mookerjee, (Br. Sch. 1st yr.,)    | 19                          | 30·5       | 23       | 25           | 31           | 37·5     | 166    |                                |
| 7       | Comollaputty Ghosal, (Free Scr. 1st yr.,).....  | 18·25                       | 17·5       | 34       | 23·25        | 36·5         | 36       | 165·5  |                                |
| 8       | Peary Mohun Dutt, (Free Scr. 1st yr.,) .....    | 22·75                       | 21         | 26       | 26·25        | 40           | 29·5     | 165·5  |                                |
| 9       | Mothooranath Babu, (Free Scr. 1st yr.,) .....   | 18                          | 17·5       | 25       | 24           | 47           | 31·5     | 163    |                                |
| 10      | Isser Chunder Mittre, (Free Scr. 1st yr.,)..... | 17·5                        | 22         | 33       | 14           | 45           | 31·5     | 163    |                                |
| 11      | Kedarnath Bose, (Baraset Jr. Scr. 1st yr.,) ..  | 22                          | 25·5       | 27       | 19·75        | 37           | 31·5     | 162·75 |                                |
| 12      | Kedarnath Chatterjee, (Free Scr. 1st yr.,) ...  | 20·5                        | 25         | 25       | 19·75        | 34           | 36       | 160·25 |                                |
| 13      | Koylas Chunder Ghose, (Br. Sch. J. S. 1st yr.,) | 18·5                        | 32·5       | 27       | 16·25        | 36           | 29·5     | 159·75 |                                |
| 14      | Shama Churn Ghose, (Jr. Scr. 1st yr.,) .....    | 22·25                       | 21         | 24       | 30·75        | 32           | 29·5     | 159·5  |                                |
| 15      | Biprodoss Mittre, (Jr. Free 1st yr.,) .....     | 23                          | 20         | 22       | 23·25        | 38           | 31·5     | 157·75 |                                |

| Number. | Names of Candidates.                           | NUMBER OF MARKS OBTAINED IN |            |          |              |              |          | Total. | Remarks.                                         |
|---------|------------------------------------------------|-----------------------------|------------|----------|--------------|--------------|----------|--------|--------------------------------------------------|
|         |                                                | History.                    | Geography. | Grammar. | Mathematics. | Translation. | Reading. |        |                                                  |
| 16      | Banyamadhub Boral, (Br. Sch.,) .....           | 13·5                        | 25         | 28       | 25           | 33           | 29·5     | 154    | Gains a junior scholarship of the Branch School. |
| 17      | Bhoobunmohun Chuckerbutty, (F. S. 1st yr.,)    | 16·25                       | 21         | 27       | 17·5         | 42           | 29·5     | 153·25 | } Forfeit.                                       |
| 18      | Shama Churn Chowdhry, (Free Scr. 1st yr.,)     | 19·5                        | 29         | 15       | 23           | 32·5         | 33·5     | 152·5  |                                                  |
| 19      | Nilmoney Ghose, (Free Scr. 1st yr.,) .....     | 17·25                       | 25·5       | 21       | 32·5         | 28           | 25·5     | 149·75 |                                                  |
| 20      | Kalidoss Mookerjee, .....                      | 19·75                       | 25·5       | 23       | 18·5         | 30           | 30·5     | 147·25 | } Forfeit.                                       |
| 21      | Hiralall Dutt, (Free Scr. 1st yr.,) .....      | 16·25                       | 25         | 21       | 15·25        | 34           | 35·5     | 147    |                                                  |
| 22      | Madusuden Roy, (Br. Sch. Jr. Scr. 1st yr.,)... | 17·5                        | 28·5       | 18       | 22·25        | 31           | 28·5     | 145·75 |                                                  |
| 23      | Jadunath Ghose, (Br. Sch.,) .....              | 18·5                        | 21·5       | 27       | 21·25        | 33           | 23       | 144·25 | } Forfeits.                                      |
| 24      | Womes Chunder Doss, .....                      | 18·5                        | 21         | 22       | 16           | 37           | 29·5     | 144    |                                                  |
| 25      | Khetternath Bose, (Br. Sch.,) .....            | 18                          | 23·5       | 19       | 21           | 29           | 31·5     | 142    |                                                  |
| 26      | Jadunath Ghose, .....                          | 15·25                       | 19         | 19       | 20           | 34           | 34       | 141·25 | } Forfeit.                                       |
| 27      | Prosno Chunder Bose, (Free Scr. 1st yr.,)..... | 14·5                        | 24·5       | 23       | 20·75        | 27           | 30·5     | 140·25 |                                                  |
| 28      | Kanyelal Shome, (Free Scr. 1st yr.,) .....     | 21·5                        | 21         | 13       | 32·25        | 25           | 27       | 139·75 |                                                  |
| 29      | Mohendranath Bose, .....                       | 13                          | 20         | 23       | 22·75        | 29           | 32       | 139·75 | } Forfeits.                                      |
| 30      | Womes Chunder Sing, (Free Scr. 1st yr.,) ...   | 17                          | 21·5       | 22       | 22           | 24           | 32·5     | 139    |                                                  |
| 31      | Koylas Chunder Chatterjee, .....               | 22·25                       | 26·5       | 19       | 17           | 27           | 26·5     | 138·25 |                                                  |
| 32      | Chundy Churn Banerjee, .....                   | 15·25                       | 16         | 26       | 22·25        | 30           | 27·5     | 137    | } Forfeits.                                      |
| 33      | Radhica Persad Sein, .....                     | 11                          | 21·5       | 20       | 21·75        | 38           | 23       | 135·25 |                                                  |
| 34      | Ruttonlall Ghose, (Br. Sch.,) .....            | 13                          | 23         | 18       | 18           | 35           | 24·5     | 131·5  |                                                  |
| 35      | Beepinbeharry Bose, .....                      | 15                          | 22·5       | 21       | 15·5         | 30           | 27·5     | 131·5  | } Forfeits.                                      |
| 36      | Bhuggobutty Churn Dutt, .....                  | 12·25                       | 24         | 22       | 14·5         | 32           | 26·5     | 131·25 |                                                  |
| 37      | Bisto Chunder Banerjee, .....                  | 10·25                       | 19         | 15       | 25·5         | 33           | 27·5     | 130·25 |                                                  |



| Number. | Names of Candidates.                             | NUMBER OF MARKS OBTAINED IN |            |          |              |              |          | Total. | Remarks.  |
|---------|--------------------------------------------------|-----------------------------|------------|----------|--------------|--------------|----------|--------|-----------|
|         |                                                  | History.                    | Geography. | Grammar. | Mathematics. | Translation. | Reading. |        |           |
| 38      | Gopal Chunder Bose, .....                        | 15·25                       | 13         | 15       | 18           | 36           | 30·5     | 127·75 | Forfeits. |
| 39      | Saroda Churn Ghose, (Br. Sch. Jr. Scr. 1st yr.,) | 12·75                       | 23         | 19       | 19·25        | 23           | 30       | 127    |           |
| 40      | Brindabun Chunder Ghose, (Jr. F. S. 1st yr.,)    | 16·75                       | 20         | 22       | 12·5         | 22·5         | 33       | 126·75 |           |
| 41      | Rassiclall Mundole, .....                        | 10·75                       | 17         | 24       | 18·25        | 21           | 31       | 122    | Forfeits. |
| 42      | Nobinkissore Shome, .....                        | 9                           | 12·5       | 19       | 13           | 32           | 26·5     | 112    |           |
| 43      | Sib Chunder Roy, .....                           | 7·75                        | 19·5       | 19       | 18·25        | 30           | 27·5     | 122    |           |
| 44      | Womes Chunder Ghose, .....                       | 9·5                         | 14·5       | 22       | 18·25        | 29           | 28·5     | 121·75 |           |
| 45      | Muddun Gopal Dutt, .....                         | 14·25                       | 19·5       | 16       | 13·25        | 31           | 26       | 120    |           |
| 46      | Khettermohun Bose, .....                         | 10·25                       | 20         | 22       | 16·75        | 20           | 30       | 119    |           |
| 47      | Sreenath Mittre, .....                           | 16·25                       | 19         | 18       | 15           | 23           | 27·5     | 118·75 |           |
| 48      | Dinonath Chatterjee, .....                       | 4                           | 17·5       | 19       | 28           | 26           | 24·5     | 119    |           |
| 49      | Sagurnath Bose, (Br. Sch.,) .....                | 14·5                        | 17         | 20       | 17·5         | 25           | 23       | 117    |           |
| 50      | Moosa Ali, .....                                 | 11                          | 17·5       | 12       | 10·75        | 32·5         | 31       | 114·75 |           |
| 51      | Bissessur Banerjee, .....                        | 11                          | 21·5       | 14       | 22·25        | 20           | 26       | 114·75 |           |
| 52      | Rajchunder Dutt, .....                           | 13·25                       | 14·5       | 15       | 17           | 21           | 22·5     | 103·25 |           |
| 53      | Debnarain Prodhyan, .....                        | 9·5                         | 16·5       | 15       | 11·5         | 24           | 24       | 100·5  |           |

FRED. J. MOUAT, M. D.,  
Secretary, Council of Education.

*General Result of Junior Scholarship Examination.*

MIDNAPORE SCHOOL.

| Number. | Names of Candidates.            | NUMBER OF MARKS OBTAINED IN |            |          |              |                               |          | Total. | Remarks.                 |
|---------|---------------------------------|-----------------------------|------------|----------|--------------|-------------------------------|----------|--------|--------------------------|
|         |                                 | History.                    | Geography. | Grammar. | Mathematics. | Translations<br>from English. | Reading. |        |                          |
| 1       | Kisto Callee Bhoonya, ... ..    | 9                           | 23·5       | 27       | 12·25        | 30                            | 38       | 139·75 | } No scholarship gained. |
| 2       | Sham Chand Doss, ... ..         | 14·75                       | 23·5       | 16       | 9·75         | 24                            | 39       | 127    |                          |
| 3       | Jodonath Misree, ... ..         | 8                           | 22·5       | 23       | 11·25        | 32                            | 26       | 122·75 |                          |
| 4       | Greecechunder Mundul, ... ..    | 9                           | 26·5       | 20       | 5·75         | 29                            | 24       | 114·25 |                          |
| 5       | Rukhaldoss Dutt, ... ..         | 6                           | 24         | 15       | 5·5          | 26                            | 25       | 101·5  |                          |
| 6       | Kallyprosuno Chatterjee, ... .. | 6                           | 22         | 28       | 9            | 18                            | 11       | 94     |                          |
| 7       | Soorjoo Coomar Mittre, ... ..   | 10                          | 21·5       | 14       | 5            | 22                            | 14       | 86·5   |                          |

FRED. J. MOUAT, M. D., *Secretary.*



General Result of Junior Scholarship Examination.

PATNA SCHOOL.

| Number. | Names of Candidates.  | NUMBER OF MARKS OBTAINED IN |            |          |              |               |                   | Total. | Remarks.                 |
|---------|-----------------------|-----------------------------|------------|----------|--------------|---------------|-------------------|--------|--------------------------|
|         |                       | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Oral Examination. |        |                          |
| 1       | J. Manuel, ... ..     | 19·75                       | 16·        | 22·      | 11·          | 40·           | 29·               | 137·75 | } No scholarship gained. |
| 2       | Buldeo Palit, ... ..  | 17·75                       | 10·        | 12·      | 15·5         | 28·           | 29·               | 112·25 |                          |
| 3       | Goopeenauth, ... ..   | 5·75                        | 10·        | 13·      | 13·75        | 34·           | 16·               | 92·5   |                          |
| 4       | J. P. Shavier, ... .. | 15·25                       | 12·        | 13·      | 10·25        | 27·           | 13·               | 90·75  |                          |
| 5       | Ramroop, ... ..       | 14·25                       | 8·         | 12·      | 8·           | 20·           | 20·               | 82·25  |                          |
| 6       | Jankey Miser, .. ...  | 16·75                       | 11·        | 13·      | 7·25         | 15·           | 18·               | 81·    |                          |

FRED. J. MOUAT, M. D., *Secretary.*

*General Result of Junior Scholarship Examination.*

BARASET SCHOOL.

| Number. | Names of Candidates.            | NUMBER OF MARKS OBTAINED IN |            |          |              |                            |                   | Total. | Remarks. |
|---------|---------------------------------|-----------------------------|------------|----------|--------------|----------------------------|-------------------|--------|----------|
|         |                                 | History.                    | Geography. | Grammar. | Mathematics. | Translations from English. | Oral Examination. |        |          |
| 1       | Koylas Chunder Mittre, ... ..   | 18                          | 21         | 27       | 29·25        | 33                         | 50                | 178·25 | } Gain.  |
| 2       | Luckun Chunder Paul, ... ..     | 22                          | 19·5       | 24       | 18·75        | 36                         | 41                | 161·25 |          |
| 3       | Mooktaram Ghose, ... ..         | 15·25                       | 20         | 24       | 21·75        | 32                         | 41                | 154    |          |
| 4       | Prosunno Chunder Roy, ... ..    | 18·5                        | 20         | 21       | 21·75        | 35                         | 37                | 153·25 |          |
| 5       | Basdeb Bhattacharjee, ... ..    | 21·25                       | 19·5       | 18       | 12·75        | 28                         | 40                | 139·5  |          |
| 6       | Hurronath Bhattacharjee, ... .. | 18                          | 17·5       | 16       | 10·75        | 30                         | 45                | 136·75 |          |
| 7       | Bisseshur Banerjee, ... ..      | 12·25                       | 21         | 15       | 9·5          | 25                         | 34                | 116·75 |          |
| 8       | Rajchunder Ghosal, ... ..       | 14                          | 18         | 20       | 11·25        | 22                         | 28                | 113·25 |          |
| 9       | Gopal Chunder Mookerjee, ... .. | 14·25                       | 8·5        | 14       | 9·75         | 27                         | 28                | 101·5  |          |

FRED. J. MOUAT, M. D., *Secretary.*



*General Result of Senior Scholarship Examination.*

TOTAL VALUE 350.

DACCA COLLEGE.

\*

| Number. | Names of Candidates.     | Year.                | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           | Total. | Remarks.  |
|---------|--------------------------|----------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|-----------|
|         |                          |                      | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |           |
|         | FIRST CLASS.             |                      |                             |             |                    |                   |                |                   |           |        |           |
| 1       | Ram Sunker Sen, ... ..   | 3rd year Senior, ... | 32·                         | 42·         | 14·25              | 12·25             | 40·            | 32·               | 35·3      | 208·   | } Retain. |
| 2       | Bhugwan Chunder Bose,..  | 1st year Senior, ... | 28·                         | 40·5        | 16·75              | 24·25             | 40·            | 25·               | 30·75     | 205·25 |           |
| 3       | Gour Narain Roy, ... ..  | 1st year Senior, ... | 26·                         | 35·5        | 12·75              | 15·25             | 37·            | 35·               | 33·25     | 194·75 |           |
| 4       | Oma Churn Banerjea, ...  | 1st year Senior, ... | 18·7                        | 35·5        | 17·5               | 17·25             | 30·            | 28·               | 31·       | 177·95 |           |
| 5       | Krishna Chunder Dutt,... | 2nd year Senior, ..  | 15·6                        | 24·5        | 10·                | 6·                | 28·            | 29·               | 24·25     | 137·35 | Forfeits. |

| Number. | Names of Candidates.              | Year.                                  | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           | Total. | Remarks.                         |
|---------|-----------------------------------|----------------------------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|----------------------------------|
|         |                                   |                                        | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |                                  |
|         | SECOND CLASS.<br>(None at Dacca.) |                                        |                             |             |                    |                   |                |                   |           |        |                                  |
|         | THIRD CLASS.                      |                                        |                             |             |                    |                   |                |                   |           |        |                                  |
| 1       | Koylas Chunder Ghose, ...         | 1st year Senior, ...                   | 23·3                        | 38·         | 21·                | 21·5              | 32·            | 23·               | 27·5      | 186·3  | } Retain.                        |
| 2       | Oma Churn Doss, ... ..            | 1st year Senior, ...                   | 19·4                        | 40·         | 10·25              | 15·               | 30·            | 35·               | 30·       | 179·65 |                                  |
| 3       | Gooroo Churn Doss, ...            | { 3rd year Junior<br>(Comillah,) ... } | 18·4                        | 26·5        | 4·5                | 11·75             | 22·            | 28·               | 21·5      | 132·65 | { Gains a senior<br>scholarship. |
| 4       | Ram Komal Saha, ... ..            | { 3rd year Junior<br>(Bauleah,) ... }  | 10·2                        | 23·5        | 18·                | 20·25             | 23·            | 20·               | 16·5      | 131·45 | { Gains a senior<br>scholarship. |



| Number.       | Names of Candidates.                                                 | Year.                | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           | Total. | Remarks.                      |
|---------------|----------------------------------------------------------------------|----------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|-------------------------------|
|               |                                                                      |                      | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |                               |
| THIRD CLASS.  |                                                                      |                      |                             |             |                    |                   |                |                   |           |        |                               |
| 5             | Ram Chunder Ghose, ...                                               | 2nd year Junior,...  | 14·                         | 14·5        | 15·5               | 33·25             | 16·            | 18·               | 17·25     | 128·5  | } Retain junior scholarships. |
| 6             | Rakhal Chunder Doss, ...                                             | 2nd year Junior,...  | 10·7                        | 23·5        | 12·5               | 15·75             | 19·            | 17·               | 24·25     | 122·70 |                               |
| 7             | Chunder Mohun Chund, ..                                              | .....                | 13·3                        | 22·5        | 8·5                | 14·5              | 16·            | 20·               | 20·25     | 115·05 | } Forfeits.                   |
| 8             | Kalli Churn Bheya, ... ..                                            | 1st year Senior, ... | 5·8                         | 33·5        | 9·75               | 24·5              | 25·            | 20·               | 16·75     | 135·30 |                               |
| 9             | Kalli Nauth Bose, ... ..                                             | .....                | 12·3                        | 21·         | 6·25               | 6·                | 22·            | 22·               | 18·75     | 108·30 | } Retains.                    |
| 10            | Kalli Churn Chatterjea,...                                           | 2nd year Junior,...  | 7·3                         | 23·5        | 3·5                | 8·                | 22·            | 19·               | 18·75     | 102·05 |                               |
| 11            | L. T. Lucas, ... ..                                                  | .....                | 5·6                         | 21·         | 2·75               | 6·5               | 17·            | 10·               | 19·75     | 82·60  |                               |
| 12            | Hume Stephen, ... ..                                                 | .....                | 7·                          | 17·5        | 2·5                | 2·                | 18·            | 6·                | 18·5      | 71·5   |                               |
| FOURTH CLASS. |                                                                      |                      |                             |             |                    |                   |                |                   |           |        |                               |
| 1             | Anoda Churn Khastagree, { 2nd year Junior }<br>{ (Chittagong,) }     |                      | 22·6                        | 33·5        | 16·5               | 15·5              | 18·            | 22·               | ...       | 128·1  | } Retain.                     |
| 2             | Sree Nauth Banerjea, ... 2nd year Junior,...                         |                      | 21·7                        | 32·         | 14·                | 13·               | 17·            | 24·               | ...       | 124·7  |                               |
| 3             | Anundo Chunder Sein, ... { 2nd year Junior }<br>{ (Chittagong,) }    |                      | 23·6                        | 31·5        | 11·                | 9·75              | 20·            | 28·               | ...       | 123·85 |                               |
| 4             | Sadho Churn Seal, ... .. 2nd year Junior,...                         |                      | 18·3                        | 32·         | 8·25               | 9·                | 16·            | 30·               | ...       | 113·55 |                               |
| 5             | Nil Comul Roy, ... .. 1st year Junior, ...                           |                      | 7·5                         | 22·         | 23·5               | 12·               | 15·            | 33·               | ...       | 113·   |                               |
| 6             | Hur Coomar Bose, ... .. 1st year Junior, ...                         |                      | 19·4                        | 19·         | 18·5               | 14·               | 14·            | 25·               | ...       | 109·9  |                               |
| 7             | Issur Chunder Seal, 2nd,.. { 1st year Junior, }<br>{ (Chittagong,) } |                      | 24·                         | 27·5        | 3·75               | 6·75              | 14·            | 25·               | ...       | 101·   |                               |

| Number.       | Names of Candidates.        | Year.                                                                                                      | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           | Total. | Remarks.                        |
|---------------|-----------------------------|------------------------------------------------------------------------------------------------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|---------------------------------|
|               |                             |                                                                                                            | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |                                 |
| FOURTH CLASS. |                             |                                                                                                            |                             |             |                    |                   |                |                   |           |        |                                 |
| 8             | Issur Chunder Seal, 1st,... | 1st year Junior, ...                                                                                       | 19·5                        | 29·5        | 6·25               | 11·               | 15             | 17·               | ...       | 98·25  | } Retain.                       |
| 9             | Kisto Coomar Sen, ...       | 2nd year Junior,...                                                                                        | 15·1                        | 31·5        | 4·                 | 7·                | 17·            | 22·               | ...       | 96·6   |                                 |
| 10            | Joy Chunder Nag, ...        | { 2nd year Junior }<br>{ (Comillah,) ... }                                                                 | 19·5                        | 29·5        | 8·                 | 8·5               | 13·            | 18·               | ...       | 96·5   |                                 |
| 11            | Carapiet J. Stephen, ...    | 1st year Junior, ...                                                                                       | 20·                         | 38·         | 1·25               | 3·                | 24·            | 9·                | ...       | 95·25  |                                 |
| 12            | Bharrut Chunder Bose, ...   | Junior free scholar,                                                                                       | 18·4                        | 27·         | 4·5                | 6·5               | 13·            | 23·               | ...       | 92·4   | } Gains a pay scholarship.      |
| 13            | Karoona Coomar Sein, ...    | Junior free scholar,<br>{ Held a Junior }<br>{ Schp. in 1848 }<br>{ and forfeited it }<br>{ in 1849, ... } | 17·4                        | 33·5        | 2·5                | 5·5               | 14·            | 18·               | ...       | 90·9   |                                 |
| 14            | Sham Kisser Roy, ...        |                                                                                                            | 14·8                        | 22·5        | 10·                | 7·5               | 10·            | 21·               | ...       | 85·8   | } Retains his free scholarship. |
| 15            | Juggo Bundoo Bose, ...      | 1st year Junior, ...                                                                                       | 16·                         | 30·5        | 2·5                | 7·                | 17·            | 15·               | ...       | 88·    |                                 |
| 16            | W. Harvey, ...              | 1st year Jr., (Free,)                                                                                      | 21·9                        | 21·5        | 2·                 | 8·                | 16·            | 9·                | ...       | 78·4   |                                 |
| 17            | Futtuck Chunder Roy, ...    | Junior free scholar,                                                                                       | 14·2                        | 21·         | 2·                 | 2·                | 10·            | 24·               | ...       | 73·2   |                                 |

FRED. J. MOUAT, M. D., *Secretary, Council of Education.*



*General Result of Junior Scholarship Examination.*

TOTAL VALUE 300.

DACCA COLLEGE.

| Number. | Names of Candidates.                  | NUMBER OF MARKS OBTAINED IN |            |          |              |               |                   | Total. | Remarks.                  |
|---------|---------------------------------------|-----------------------------|------------|----------|--------------|---------------|-------------------|--------|---------------------------|
|         |                                       | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Oral Examination. |        |                           |
| 1       | Thomas Kallonas, ... ..               | 28·5                        | 25·5       | 35·      | 20·          | 41·           | 44·               | 194·   | Gains a free scholarship. |
| 2       | Jos. DaCosta, (Chittagong,) 2nd year, | 25·75                       | 23·        | 28·      | 20·25        | 30·           | 50·               | 177·   | Forfeits.                 |
| 3       | Soorjee Coomar Surbadicarry, ...      | 23·75                       | 20·        | 28·      | 9·75         | 46·           | 46·               | 173·5  | } Gain free scholarships. |
| 4       | Issen Chunder Bose, ... ..            | 16·5                        | 16·5       | 29·      | 18·5         | 39·5          | 44·               | 164·   |                           |
| 5       | James Pereira (Chittagong,) 1st year, | 20·75                       | 25·5       | 25·      | 16·5         | 31·           | 44·               | 162·75 | Forfeits.                 |
| 6       | Nundo Lall Sein, ... ..               | 22·                         | 21·        | 24·      | 12·5         | 45·           | 32·               | 156·5  | } Gain free scholarships. |
| 7       | Radha Churn Dey, ... ..               | 16·                         | 21·5       | 30·      | 15·25        | 36·           | 35·               | 153·75 |                           |
| 8       | Woma Canth Ghose, ... ..              | 14·25                       | 18·        | 27·      | 24·75        | 28·           | 37·               | 151·   |                           |
| 9       | Bhugwan Chunder Sein, ... ..          | 13·25                       | 18·5       | 27·      | 18·25        | 38·           | 36·               | 151·   |                           |
| 10      | Bhugwan Chunder Chuckerbutty,         | 25·                         | 22·        | 28·      | 19·25        | 20·           | 35·               | 149·25 |                           |
| 11      | Chunder Canth Seal, ... ..            | 16·                         | 22·        | 19·      | 17·5         | 42·           | 29·               | 145·5  |                           |
| 12      | Dinoo Bundoo Mullick, ... ..          | 20·5                        | 20·        | 29·      | 21·25        | 29·           | 24·               | 143·75 |                           |
| 13      | Radha Kissen Seal, ... ..             | 10·75                       | 26·5       | 14·      | 12·75        | 43·           | 29·               | 136·   |                           |

| Number. | Names of Candidates.             | NUMBER OF MARKS OBTAINED IN |            |          |              |               |                   | Total. | Remarks. |
|---------|----------------------------------|-----------------------------|------------|----------|--------------|---------------|-------------------|--------|----------|
|         |                                  | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Oral Examination. |        |          |
| 14      | Anund Mohun Doss, ... ..         | 18·                         | 18·        | 24·      | 9·25         | 33·           | 33·               | 135·25 | } Equal. |
| 15      | Kally Canth Nundy, ... ..        | 22·75                       | 21·        | 22·      | 8·25         | 35·           | 25·               | 134·   |          |
| 16      | Issen Chunder Sircar, ... ..     | 19·5                        | 18·5       | 17·      | 8·75         | 40·           | 30·               | 133·75 |          |
| 17      | Kally Coomar Roy, ... ..         | 12·                         | 16·5       | 20·      | 20·5         | 20·           | 37·               | 126·   |          |
| 18      | Bharrut Chunder Bose, ... ..     | 12·                         | 10·5       | 24·      | 12·75        | 26·           | 39·               | 124·25 |          |
| 19      | Brojo Kissen Chatterjea, ... ..  | 21·25                       | 18·        | 19·      | 7·           | 26·5          | 32·               | 123·75 |          |
| 20      | Obhoy Churn Sein, ... ..         | 14·                         | 21·        | 20·      | 7·25         | 25·           | 36·               | 123·25 |          |
| 21      | Mutty Loll Kumar, ... ..         | 18·5                        | 25·5       | 23·      | 12·          | 19·           | 23·               | 121·   |          |
| 22      | Radhica Mohun Roy, ... ..        | 9·75                        | 16·5       | 22·      | 5·75         | 21·           | 42·               | 117·   |          |
| 23      | Doorga Gutty Mitter, .. ...      | 16·                         | 15·        | 21·      | 10·          | 33·           | 19·               | 114·   |          |
| 24      | Kisto Hurry Bose, ... ..         | 12·                         | 19·5       | 15·      | 10·25        | 23·           | 27·               | 106·75 |          |
| 25      | Kallee Koomar Goocho, ... ..     | 10·                         | 17·        | 15·      | 14·75        | 24·           | 26·               | 106·75 |          |
| 26      | Kashy Canth Mookerjea, ... ..    | 16·75                       | 16·        | 14·      | 5·75         | 26·           | 24·               | 102·5  |          |
| 27      | Kisto Kissen Roy, ... ..         | 10·25                       | 19·5       | 15·      | 9·5          | 22·           | 23·               | 99·25  |          |
| 28      | Ram Churn Banerjea, ... ..       | 10·75                       | 22·        | 13·      | 9·           | 23·           | 19·               | 96·75  |          |
| 29      | Brojo Nauth Chuckerbutty, ... .. | 11·                         | 16·        | 13·      | 12·25        | 22·5          | 21·               | 95·75  |          |
| 30      | Hurry Dyal Mozumdar, ... ..      | 10·75                       | 14·        | 23·      | 9·75         | 18·           | 17·               | 92·5   |          |

FRED. J. MOUAT, M. D., *Secretary, Council of Education.*



General Result of Junior Scholarship Examination.

CHITTAGONG SCHOOL.

| Number. | Names of Candidates.             | NUMBER OF MARKS OBTAINED IN |            |          |              |               |          | Total. | Remarks.                        |
|---------|----------------------------------|-----------------------------|------------|----------|--------------|---------------|----------|--------|---------------------------------|
|         |                                  | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Reading. |        |                                 |
| 1       | Surrut Chunder Khastagree, ..... | 24·25                       | 23         | 24       | 12·25        | 35            | 26·5     | 145    | } No junior scholarship gained. |
| 2       | John Dias, .....                 | 19·5                        | 21·        | 22·      | 10           | 30            | 30·5     | 133·   |                                 |

FRED. J. MOUAT, M. D., *Secretary.*

*General Result of Junior Scholarship Examination.*

TOTAL VALUE 300.

COMMILLAH SCHOOL.

| Number. | Names of Candidates.       | NUMBER OF MARKS OBTAINED IN |            |          |              |               |          | Total. | Remarks.                        |
|---------|----------------------------|-----------------------------|------------|----------|--------------|---------------|----------|--------|---------------------------------|
|         |                            | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Reading. |        |                                 |
| 1       | Treepora Churn Doss, ..... | 13·75                       | 28·5       | 22       | 10·5         | 24            | 35·5     | 134·25 | } No junior scholarship gained. |
| 2       | Annund Chunder Sein, ..... | 13·25                       | 20·5       | 23       | 15·5         | 15            | 43       | 130·5  |                                 |
| 3       | Obhoy Churn Doss, .....    | 17·                         | 23         | 18       | 11·5         | 27            | 28·5     | 125·   |                                 |
| 4       | Tareeneepersad Roy, .....  | 11·75                       | 15·5       | 18       | 11           | 19            | 37·5     | 112·75 |                                 |
| 5       | Bharut Chunder Doss, ..... | 8·25                        | 16         | 19       | 10           | 22            | 25       | 100·25 |                                 |

FRED. J. MOUAT, M. D., *Secretary.*



*General Result of Junior Scholarship Examination.*

TOTAL VALUE 300.

SYLHET SCHOOL.

| Number. | Names of Candidates. |     |     | NUMBER OF MARKS OBTAINED IN |            |          |              |               |          | Total. | Remarks. |
|---------|----------------------|-----|-----|-----------------------------|------------|----------|--------------|---------------|----------|--------|----------|
|         |                      |     |     | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Reading. |        |          |
| 1       | Ram Mohun Dutt,      | ... | ... | 22·5                        | 25·        | 27·      | 26·5         | 34·5          | 40·      | 175·5  | } Gain.  |
| 2       | Gooroo Churn Doss,   | ... | ... | 22·                         | 25·5       | 26·      | 20·5         | 35·           | 45·      | 174·   |          |
| 3       | Mudun Gobind Doss,   | ... | ... | 24·                         | 20·5       | 22·      | 23·5         | 33·           | 43·      | 166·   |          |

FRED. J. MOUAT, M. D., *Secretary.*

*General Result of Junior Scholarship Examination.*

TOTAL VALUE 300.

BAULEAH SCHOOL.

| Number. | Names of Candidates.          | NUMBER OF MARKS OBTAINED IN |            |          |              |               |                   | Total. | Remarks.                        |
|---------|-------------------------------|-----------------------------|------------|----------|--------------|---------------|-------------------|--------|---------------------------------|
|         |                               | History.                    | Geography, | Grammar. | Mathematics. | Translations. | Oral Examination. |        |                                 |
| 1       | Doorgakanth Talapatra, ... .. | 17·75                       | 19·5       | 23       | 14·75        | 30            | 32                | 137    | } No junior scholarship gained. |
| 2       | Hurryher Mookerjee, ... ..    | 16                          | 19         | 22       | 16·25        | 28            | 28                | 129·25 |                                 |
| 3       | Gooroopersaud Sing, ... ..    | 17·75                       | 17         | 23       | 17·75        | 25            | 21                | 121·5  |                                 |

FRED. J. MOUAT, M. D., *Secretary.*



# General Result of Senior Scholarship Examination.

TOTAL VALUE 350.

KISHNAGHUR COLLEGE.

\*

| Number.       | Names of Candidates.    | Year.                | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           | Total. | Remarks.  |
|---------------|-------------------------|----------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|-----------|
|               |                         |                      | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |           |
| FIRST CLASS.  |                         |                      |                             |             |                    |                   |                |                   |           |        |           |
| 1             | Omesh Chunder Dutt, ... | Senior 3rd year, ... | 37·3                        | 37·         | 26·25              | 16·5              | 44·            | 33·               | 36·5      | 230·55 | } Retain. |
| 2             | Rasbeharree Bose, ...   | Senior 3rd year, ... | 25·6                        | 28·         | 18·                | 6·                | 32·            | 28·               | 32·5      | 170·1  |           |
| SECOND CLASS. |                         |                      |                             |             |                    |                   |                |                   |           |        |           |
| 1             | Neolmoney Gangooly, ... | Senior 2nd year, ... | 22·1                        | 29·         | 19·                | 26·25             | 34·            | 30·               | 27·5      | 187·85 | Retains.  |

| Number.       | Names of Candidates.     | Year.                | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           | Total. | Remarks.                      |
|---------------|--------------------------|----------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|-------------------------------|
|               |                          |                      | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |                               |
| SECOND CLASS. |                          |                      |                             |             |                    |                   |                |                   |           |        |                               |
| 2             | Sreenath Sen, ... ..     | Senior 2nd year, ... | 13·7                        | 22·         | 21·25              | 25·75             | 29·            | 22·               | 28·5      | 162·20 | Retains.                      |
| 3             | Rama Churn Chowdhry,...  | .....                | 11·                         | 21·         | 5·                 | 8                 | 20·            | 18·               | 15·25     | 98·25  |                               |
| THIRD CLASS.  |                          |                      |                             |             |                    |                   |                |                   |           |        |                               |
| 1             | Sasheebushun Bhadooree,  | Senior 1st year, ... | 32·1                        | 25·         | 18·5               | 22·               | 32·            | 27·               | 24·25     | 180·85 | Retains.                      |
| 2             | Brojonath Mookerjee, ... | .....                | 18·3                        | 23·5        | 18·5               | 27·5              | 80·            | 28·               | 26·25     | 172·5  | Gains.                        |
| 3             | Ram Collyan Chowdhry,... | Junior 2nd year,...  | 14·9                        | 22·         | 17·5               | 13·75             | 25·            | 25·               | 25·5      | 143·65 | { Gains a senior scholarship. |



| Number.       | Names of Candidates.       | Year.               | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           | Total. | Remarks.                                 |
|---------------|----------------------------|---------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|------------------------------------------|
|               |                            |                     | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |                                          |
| 4             | Sarodaprosad Ghose, ...    | Senior 1st year,... | 14·5                        | 21·         | 11·                | 14·75             | 24·            | 21·               | 20·25     | 126·50 | Forfeits.<br>Gains a senior scholarship. |
| 5             | Ambica Churn Roy, ...      | Junior 2nd year,... | 8·4                         | 20·         | 18·                | 20·               | 18·            | 22·               | 18·75     | 125·15 |                                          |
| 6             | Prankissen Chuckerbutty,   | Junior 2nd year,... | 8·8                         | 16·5        | 4·5                | 11·25             | 17·            | 28·               | 20·75     | 106·80 | Retain.                                  |
| 7             | Womes Chunder Roy, ...     | Junior 2nd year,... | 12·1                        | 16·         | 4·5                | 12·75             | 16·            | 24·               | 16·       | 101·35 |                                          |
| 8             | Kedarnath Banerjee, ...    | Junior 3rd year,... | 11·7                        | 20·         | 4·                 | 2·                | 18·            | 25·               | 20·       | 100·7  |                                          |
| 9             | Nil Comul Bhadooree, ...   | .....               | 8·7                         | 12·5        | 2·5                | 3·5               | 22·            | 33·               | 8·75      | 90·95  |                                          |
| FOURTH CLASS. |                            |                     |                             |             |                    |                   |                |                   |           |        |                                          |
| 1             | Tarinee Churn Chatterjee,  | Junior 1st year.... | 26·4                        | 28·5        | 18·75              | 17·               | 17·            | 25·               | ...       | 132·65 | Retain.                                  |
| 2             | Dwarkanauth Bhattacharjee, | „ „                 | 20·9                        | 21·         | 23·                | 24·25             | 15·            | 25·               | ...       | 129·15 |                                          |
| 3             | Mohes Chunder Chatterjee,  | „ „                 | 24·5                        | 25·         | 15·25              | 16·               | 14·            | 18·               | ..        | 112·75 |                                          |
| 4             | Prosno Chunder Roy, ...    | „ „                 | 16·3                        | 24·5        | 13·                | 13·5              | 13·            | 28·               | ...       | 108·30 |                                          |
| 5             | Juggessur Mookerjee, ...   | „ „                 | 24·2                        | 15·         | 16·                | 18·               | 12·            | 18·               | ...       | 103·20 |                                          |
| 6             | Lucki Narain Lahoory, ...  | „ „                 | 6·1                         | 15·         | 3·                 | 6·                | 10·            | 28·               | ...       | 68·10  |                                          |

FRED. J. MOUAT, M. D., *Secretary, Council of Education.*

| Number.       | Names of Candidates.     | Year.                | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           | Total. | Remarks.                      |
|---------------|--------------------------|----------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|-------------------------------|
|               |                          |                      | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |                               |
| SECOND CLASS. |                          |                      |                             |             |                    |                   |                |                   |           |        |                               |
| 2             | Sreenath Sen, ... ..     | Senior 2nd year, ... | 13·7                        | 22·         | 21·25              | 25·75             | 29·            | 22·               | 28·5      | 162·20 | Retains.                      |
| 3             | Rama Churn Chowdhry,...  | .....                | 11·                         | 21·         | 5·                 | 8                 | 20·            | 18·               | 15·25     | 98·25  |                               |
| THIRD CLASS.  |                          |                      |                             |             |                    |                   |                |                   |           |        |                               |
| 1             | Sasheebushun Bhadooree,  | Senior 1st year, ... | 32·1                        | 25·         | 18·5               | 22·               | 32·            | 27·               | 24·25     | 180·85 | Retains.                      |
| 2             | Brojonath Mookerjee, ... | .....                | 18·3                        | 23·5        | 18·5               | 27·5              | 80·            | 28·               | 26·25     | 172·5  | Gains.                        |
| 3             | Ram Collyan Chowdhry,... | Junior 2nd year,...  | 14·9                        | 22·         | 17·5               | 13·75             | 25·            | 25·               | 25·5      | 143·65 | { Gains a senior scholarship. |



| Number.       | Names of Candidates.           | Year.               | NUMBER OF MARKS OBTAINED IN |             |                    |                   |                |                   |           | Total. | Remarks.                                 |
|---------------|--------------------------------|---------------------|-----------------------------|-------------|--------------------|-------------------|----------------|-------------------|-----------|--------|------------------------------------------|
|               |                                |                     | History.                    | Literature. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. | Rhetoric. |        |                                          |
| 4             | Sarodaprosad Ghose, ...        | Senior 1st year,... | 14·5                        | 21·         | 11·                | 14·75             | 24·            | 21·               | 20·25     | 126·50 | Forfeits.<br>Gains a senior scholarship. |
| 5             | Ambica Churn Roy, ...          | Junior 2nd year,... | 8·4                         | 20·         | 18·                | 20·               | 18·            | 22·               | 18·75     | 125·15 |                                          |
| 6             | Prankissen Chuckerbutty, ...   | Junior 2nd year,... | 8·8                         | 16·5        | 4·5                | 11·25             | 17·            | 28·               | 20·75     | 106·80 | Retain.                                  |
| 7             | Womes Chunder Roy, ...         | Junior 2nd year,... | 12·1                        | 16·         | 4·5                | 12·75             | 16·            | 24·               | 16·       | 101·35 |                                          |
| 8             | Kedarnath Banerjee, ...        | Junior 3rd year,... | 11·7                        | 20·         | 4·                 | 2·                | 18·            | 25·               | 20·       | 100·7  |                                          |
| 9             | Nil Comul Bhadooree, ...       | .....               | 8·7                         | 12·5        | 2·5                | 3·5               | 22·            | 33·               | 8·75      | 90·95  |                                          |
| FOURTH CLASS. |                                |                     |                             |             |                    |                   |                |                   |           |        |                                          |
| 1             | Tarinee Churn Chatterjee, ...  | Junior 1st year.... | 26·4                        | 28·5        | 18·75              | 17·               | 17·            | 25·               | ...       | 132·65 | Retain.                                  |
| 2             | Dwarkanauth Bhattacharjee, ... | " "                 | 20·9                        | 21·         | 23·                | 24·25             | 15·            | 25·               | ...       | 129·15 |                                          |
| 3             | Mohes Chunder Chatterjee, ...  | " "                 | 24·5                        | 25·         | 15·25              | 16·               | 14·            | 18·               | ..        | 112·75 |                                          |
| 4             | Prosno Chunder Roy, ...        | " "                 | 16·3                        | 24·5        | 13·                | 13·5              | 13·            | 28·               | ...       | 108·30 |                                          |
| 5             | Juggessur Mookerjee, ...       | " "                 | 24·2                        | 15·         | 16·                | 18·               | 12·            | 18·               | ...       | 103·20 |                                          |
| 6             | Lucki Narain Lahoory, ...      | " "                 | 6·1                         | 15·         | 3·                 | 6·                | 10·            | 28·               | ...       | 68·10  |                                          |

FRED. J. MOUAT, M. D., *Secretary, Council of Education.*

## General Result of Junior Scholarship Examination.

TOTAL VALUE 300.

KISHNAGHUR COLLEGE.

| Number. | Names of Candidates.            | NUMBER OF MARKS OBTAINED IN |            |          |              |                              |                      |        | Remarks.                  |
|---------|---------------------------------|-----------------------------|------------|----------|--------------|------------------------------|----------------------|--------|---------------------------|
|         |                                 | History.                    | Geography. | Grammar. | Mathematics. | Translation<br>from English. | Oral<br>Examination. | Total. |                           |
| 1       | Mohina Mohun Roy, ... ..        | 25·25                       | 21         | 37       | 21·5         | 31·5                         | 48                   | 184·25 | } Gain.                   |
| 2       | Kally Churn Ghose, ... ..       | 24·                         | 22         | 21       | 20·75        | 42                           | 49                   | 178·75 |                           |
| 3       | Poorno Chunder Roy, ... ..      | 13·5                        | 24         | 15       | 20·75        | 38                           | 48                   | 159·25 |                           |
| 4       | Dinnonath Biswas, ... ..        | 15·75                       | 20         | 20       | 15           | 33                           | 50                   | 153·75 | } Gain free scholarships. |
| 5       | Rajnarain Bhattacharjee, ... .. | 19·25                       | 19         | 14       | 14·75        | 47                           | 38                   | 152·   |                           |
| 6       | Bhoobun Mohun Dutt, ... ..      | 13·25                       | 15         | 22       | 11·5         | 36                           | 49                   | 146·75 |                           |
| 7       | Borodacant Mozumdar, ... ..     | 14·5                        | 21         | 18       | 8·5          | 46½                          | 36                   | 144·5  |                           |
| 8       | Brojolall Moiter, ... ..        | 11·5                        | 19         | 16       | 18·25        | 39                           | 40                   | 143·75 |                           |
| 9       | Jodonath Bose, ... ..           | 13·                         | 22         | 19       | 15·25        | 32                           | 36                   | 137·25 |                           |
| 10      | Hurry Mohun Chatterjee, ... ..  | 17·25                       | 18         | 16       | 18·25        | 25                           | 33                   | 127·5  |                           |
| 11      | Chunder Coomar Sen, ... ..      | 6·5                         | 11         | 13       | 17·75        | 41                           | 33                   | 122·25 |                           |
| 12      | Biseshur Chuckerbutty, ... ..   | 13·75                       | 17·5       | 15       | 13·25        | 28                           | 34                   | 121·5  |                           |
| 13      | Manick Chunder Roy, ... ..      | 12·75                       | 13         | 19       | 9·25         | 31                           | 36                   | 121    |                           |



| Number. | Names of Candidates.             | NUMBER OF MARKS OBTAINED IN |            |          |              |                              |                      |        | Remarks. |
|---------|----------------------------------|-----------------------------|------------|----------|--------------|------------------------------|----------------------|--------|----------|
|         |                                  | History.                    | Geography. | Grammar. | Mathematics. | Translation<br>from English. | Oral<br>Examination. | Total. |          |
| 14      | Hurrytaran Bhattacharjee, ... .. | 11·25                       | 13·5       | 21       | 10·75        | 24                           | 37                   | 117·5  |          |
| 15      | Juggessur Chuckerbutty,... ..    | 8·5                         | 14·5       | 14       | 9·5          | 30                           | 36                   | 112·5  |          |
| 16      | Hurrischunder Roy, ... ..        | 9·5                         | 12·5       | 11       | 10           | 35                           | 34                   | 112    |          |
| 17      | Annund Mohun Mittre, ... ..      | 7·5                         | 20         | 13       | 9·75         | 23·5                         | 36                   | 109·75 |          |
| 18      | Kessubchunder Mullick, ... ..    | 4·75                        | 15         | 10       | 15           | 23                           | 32                   | 99·75  |          |

FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

*General Result of Junior Scholarship Examination.*

TOTAL AGGREGATE VALUE.

SESSION 1849-50.

BANCOORAH SCHOOL.

| Number. | Names of Candidates.           | Year. | NUMBER OF MARKS OBTAINED IN |            |          |              |               |          | Total. | Remarks              |
|---------|--------------------------------|-------|-----------------------------|------------|----------|--------------|---------------|----------|--------|----------------------|
|         |                                |       | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Reading. |        |                      |
| 1       | Mohesh Chunder Chowdry, ... .. | ..... | 30·                         | 18·5       | 27       | 13·5         | 28            | 40·75    | 157·75 | } Gain scholarships. |
| 2       | Haran Chunder Mitter, ... ..   | ..... | 29·25                       | 18         | 33       | 9·25         | 25            | 41·5     | 156·   |                      |
| 3       | Jadunauth Roy,... ..           | ..... | 22                          | 17·5       | 22       | 22·75        | 26            | 29       | 139·25 |                      |
| 4       | Hari Churn Doss, ... ..        | ..... | 28·25                       | 16         | 19       | 11·5         | 23            | 32       | 129·75 |                      |
| 5       | Purna Nund Mookerjee, ... ..   | ..... | 14·5                        | 17·5       | 19       | 15·25        | 19            | 32       | 117·25 |                      |

FRED. J. MOUAT, M. D., *Secretary.*



*General Result of Junior Scholarship Examination.*

TOTAL VALUE 300.

JESSORE SCHOOL.

| Number. | Names of Candidates.            | NUMBER OF MARKS OBTAINED IN |            |          |              |               |                   | Total. | Remarks.                 |
|---------|---------------------------------|-----------------------------|------------|----------|--------------|---------------|-------------------|--------|--------------------------|
|         |                                 | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Oral Examination. |        |                          |
| 1       | Bussunto Coomar Ghose, ... ..   | 11·75                       | 21·5       | 31·      | 20·25        | 28·           | 32·               | 144·5  | } No scholarship gained. |
| 2       | Shama Churn Bose, ... ..        | 8·75                        | 19·        | 18·      | 6·           | 16·           | 34·               | 101·75 |                          |
| 3       | Lookenath Bannerjea, ... ..     | 3·5                         | 14·        | 15·      | 4·75         | 27·           | 30·               | 94·25  |                          |
| 4       | Soorjie Coomar Gangooly, .. ... | 7·                          | 12·        | 14·      | 5·5          | 25·           | 24·               | 87·5   |                          |
| 5       | Rajonee Kant Ghose, ... ..      | 2·5                         | 13·5       | 16·      | 1·           | 20·           | 20·               | 73·    |                          |

FRED. J. MOUAT, M. D., *Secretary.*

General Result of Junior Scholarship Examination.

TOTAL VALUE 300.

BURDWAN SCHOOL.

| Number. | Names of Candidates.                                     | NUMBER OF MARKS OBTAINED IN |            |          |              |               |          | Total. | Remarks.               |
|---------|----------------------------------------------------------|-----------------------------|------------|----------|--------------|---------------|----------|--------|------------------------|
|         |                                                          | History.                    | Geography. | Grammar. | Mathematics. | Translations. | Reading. |        |                        |
| 1       | Goordyal Sing, of the Rajah's School, ...                | 27·5                        | 18·        | 26·      | 9·75         | 34            | 33·      | 148·25 | No scholarship gained. |
| 2       | Madhub Chunder Chatterjea, of the Rajah's School, ... .. | 20·75                       | 16·5       | 23       | 10·75        | 32·           | 28·      | 130·25 |                        |
| 3       | Mungobind Mookerjea, of the Rajah's School, ... ..       | 10·                         | 12·5       | 20·      | 10·5         | 21·           | 27·      | 101·   |                        |
| 4       | Bhobun Mohun Chowdry, of the Rajah's School, ... ..      | 13·                         | 7·5        | 16·      | 8·75         | 24·           | 27·      | 96·25  |                        |
| 5       | Cobileshur Chowdry, of the Rajah's School, ... ..        | 14·                         | 15·        | 20·      | 11·          | 18·           | 18·      | 96·    |                        |
| 6       | Kissree Mohun Mozumdar, ... ..                           | 11·                         | 9·5        | 15       | 9·5          | 26·           | 20·      | 91·    |                        |
| 7       | Bisseshur Mookerjea, of the Rajah's School, ... ..       | 11·75                       | 9·5        | 15       | 4·5          | 28·           | 21·      | 89·75  |                        |
| 8       | Obhoy Chunder Roy, ... ..                                | 10·                         | 11·        | 16·      | 9·5          | 22·           | 14·      | 82·5   |                        |
| 9       | Cally Coomar Chuckerbutty, of the Rajah's School, ... .. | 10·75                       | 14·        | 13·      | 9·75         | 15·           | 16·      | 78·5   |                        |

FRED. J. MOUAT, M. D., *Secretary.*



*General Tabular Statement of the Result of the Senior English Scholarship Examinations in all the Colleges under the control of the Council of Education, for the Session 1849-1850.*

| Number.              | Names of Candidates.            | Colleges.               | Year.       | SUBJECTS. |             |           |                    |                   |                |                   | Total. | Remarks.  |
|----------------------|---------------------------------|-------------------------|-------------|-----------|-------------|-----------|--------------------|-------------------|----------------|-------------------|--------|-----------|
|                      |                                 |                         |             | History.  | Literature. | Rhetoric. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. |        |           |
| <i>First Class.</i>  |                                 |                         |             |           |             |           |                    |                   |                |                   |        |           |
| 1                    | Sreenath Doss, - -              | Hindu, - -              | Sr. 3rd yr. | 38·4      | 30·         | 34        | 42·65              | 43·62             | 33·            | 35                | 256·65 | } Retain. |
| 2                    | Omesh Chunder Dutt, - -         | Kishnaghur, .....       |             | 37·3      | 37          | 36·5      | 26·25              | 16·5              | 44             | 33·               | 230·55 |           |
| 3                    | Ramsunker Sen, - -              | Dacca, - -              | .....       | 32·       | 42          | 35·5      | 14·25              | 12·25             | 40·            | 32·               | 208·   |           |
| 4                    | Kally Prosunno Dutt, - -        | Hindu, - -              | Sr. 4th yr. | 32·6      | 31·5        | 36·5      | 25·25              | 19·62             | 44             | 18·               | 207·47 |           |
| 5                    | Bhugwan Chunder Bose, - -       | Dacca, - -              | Sr. 1st yr. | 28·       | 40·5        | 30·75     | 16·75              | 24·25             | 40·            | 25                | 205·25 |           |
| 6                    | Gournarain Roy, - -             | Dacca, - -              | Sr. 1st yr. | 26·       | 35·5        | 33·25     | 12·75              | 15·25             | 37             | 35                | 194·75 |           |
| 7                    | Kallee Prosunno Chatterjee, - - | Hooghly, - -            | Sr. 4th yr. | 12·8      | 31·5        | 27·75     | 24·                | 22·5              | 35·            | 29·               | 182·55 |           |
| 8                    | Omachurn Banerjee, - -          | Dacca, - -              | Sr. 1st yr. | 18·7      | 35·5        | 31·       | 17·5               | 17·25             | 30·            | 28                | 177·95 |           |
| 9                    | Rasbeharree Bose, - -           | Kishnaghur, Sr. 3rd yr. |             | 25·6      | 28·         | 32·5      | 18·                | 6·                | 32             | 28                | 170·1  |           |
| <i>Second Class.</i> |                                 |                         |             |           |             |           |                    |                   |                |                   |        |           |
| 1                    | Mohendrolall Shome, - -         | Hindu, - -              | Sr. 1st yr. | 36·5      | 40          | 33·75     | 32·5               | 38                | 40·            | 24                | 244·75 | } Retain. |
| 2                    | Prankisto Ghose, - -            | Hooghly, - -            | Sr. 3rd yr. | 31·3      | 32          | 30·5      | 21·                | 23·75             | 37·            | 28·               | 203·55 |           |
| 3                    | Issen Chunder Doss, - -         | Hooghly, - -            | .....       | 17·5      | 32·5        | 28·25     | 26·75              | 26·25             | 42             | 26                | 199·25 |           |
| 4                    | Neelmoney Gangooly, - -         | Kishnaghur, Sr. 2nd yr. |             | 22·1      | 29·         | 27·5      | 19·                | 26·25             | 34             | 30                | 187·85 |           |
| 5                    | Modoosoodun Chatterjee, - -     | Hindu, - -              | Sr. 3rd yr. | 15·2      | 28·5        | 33·5      | 28·25              | 24·75             | 29·            | 17                | 176·20 |           |
| 6                    | Sreenath Sen, - -               | Kishnaghur, Sr. 2nd yr. |             | 13·7      | 22          | 28·5      | 21·25              | 25·75             | 29             | 22                | 162·20 |           |

| Number.             | Names of Candidates.                         | Colleges.     | Year.                  | SUBJECTS. |             |           |                    |                   |                |                   | Total. | Remarks.                              |
|---------------------|----------------------------------------------|---------------|------------------------|-----------|-------------|-----------|--------------------|-------------------|----------------|-------------------|--------|---------------------------------------|
|                     |                                              |               |                        | History.  | Literature. | Rhetoric. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. |        |                                       |
| 7                   | Omesh Chunder Banerjee, -                    | Hooghly, -    | { Sr. 1st yr. free, }  | 19·1      | 21·5        | 27·25     | 15·                | 15·5              | 27             | 30                | 155·35 | { Gains a pay scholarship. Retains. } |
| 8                   | Jadub Chunder Ghose, -                       | Hindu, -      | Sr. 2nd yr.            | 16·2      | 20·5        | 19·50     | 22·75              | 28·25             | 27             | 17                | 151·20 |                                       |
| 9                   | Omesh Chunder Ghose, -                       | Hooghly, -    | { Jun r. 1 yr. free, } | 8·4       | 20·         | 25·5      | 11·75              | 9·75              | 18             | 28                | 121·40 | { Gains a pay scholarship. }          |
| <i>Third Class.</i> |                                              |               |                        |           |             |           |                    |                   |                |                   |        |                                       |
| 1                   | Koylas Chunder Ghose, -                      | Dacca, -      | Sr. 1st yr.            | 23·3      | 38          | 27·5      | 21·                | 21·5              | 32             | 23                | 186·3  | { Retain. }                           |
| 2                   | Kedarnath Dutt, -                            | Hooghly, -    | Sr. 1st yr.            | 16·4      | 26          | 27·75     | 27·5               | 28·75             | 26·            | 29                | 181·40 |                                       |
| 3                   | Soosheebushun Bhadoory, -                    | Kishnaghur, - | .....                  | 32·1      | 25          | 24·25     | 18·5               | 22                | 32             | 27                | 180·85 |                                       |
| 4                   | Dwarkanath Mittre, -                         | Hooghly, -    | .....                  | 15·9      | 33·5        | 25·75     | 27·5               | 21·5              | 28             | 28                | 180·15 |                                       |
| 5                   | Omachurn Doss, -                             | Dacca, -      | .....                  | 19·4      | 40·         | 30·       | 10·25              | 15·               | 30             | 35                | 179·65 |                                       |
| 6                   | Poornochunder Shome, -                       | Hooghly, -    | .....                  | 13·       | 29·         | 32·       | 25·5               | 28                | 30             | 22                | 179·5  |                                       |
| 7                   | Brojonath Mookerjee, -                       | Kishnaghur, - | .....                  | 18·3      | 23·5        | 26·25     | 18·5               | 27·5              | 30             | 28                | 172·5  | { Gains a Sr. scholarship. Retains. } |
| 8                   | Soorjee Coomar Dhur, -                       | Hooghly, -    | Sr. 1st yr.            | 13·7      | 20·5        | 24·25     | 26                 | 28·5              | 25             | 25                | 161·95 |                                       |
| 9                   | Juddonath Mookerjee, -                       | Hindu, -      | .....                  | 15·9      | 27·5        | 21        | 15·25              | 16                | 35             | 22                | 152·65 | { Gain senior scholarships. }         |
| 10                  | Horendo Krishna Deb, -                       | Hindu, -      | .....                  | 18·3      | 23·5        | 23·75     | 11·75              | 13·               | 23             | 32                | 145·30 |                                       |
| 11                  | Ramcoolun Chowdry, -                         | Kishnaghur, - | Jr. 2nd yr.            | 14·9      | 22·         | 25·5      | 17·5               | 13·75             | 25             | 25                | 143·65 | { Retains. }                          |
| 12                  | Khetternath Auddy, -                         | Hooghly, -    | Jr. 3rd yr.            | 19·1      | 20·5        | 23·25     | 8·5                | 14·5              | 25             | 23                | 133·85 |                                       |
| 13                  | Gooroochurn Doss, Comillah }<br>Scholar, - } | Dacca, -      | Jr. 3rd yr.            | 18·4      | 26·5        | 21·5      | 4·5                | 11·75             | 22             | 28                | 132·65 | { Gain senior scholarships. }         |
| 14                  | Ramcomul Shaha, Bauleah }<br>Scholar, - }    | Dacca, -      | .....                  | 10·2      | 23·5        | 16·5      | 18·                | 20·25             | 23             | 20·               | 131·45 |                                       |
| 15                  | Ramchunder Ghose, -                          | Dacca, -      | Jr. 2nd yr.            | 14        | 14·5        | 17·25     | 15·5               | 33·25             | 16             | 18                | 128·5  | { Retains. }                          |



| Number.       | Names of Candidates.       | Colleges.     | Year.                      | SUBJECTS. |             |           |                         |                        |                   |                      | Total. | Remarks.                       |                                |
|---------------|----------------------------|---------------|----------------------------|-----------|-------------|-----------|-------------------------|------------------------|-------------------|----------------------|--------|--------------------------------|--------------------------------|
|               |                            |               |                            | History.  | Literature. | Rhetoric. | Mixed Ma-<br>thematics. | Pure Mathe-<br>matics. | English<br>Essay. | Vernacular<br>Essay. |        |                                |                                |
| 16            | Juddonath Ghose, - - -     | Hooghly, -    | { Junr. 1st<br>yr. free, } | 11·4      | 18·5        | 25·25     | 4·5                     | 13·                    | 20                | 34                   | 126·65 | { Gains a pay<br>scholarship.  |                                |
| 17            | Bijoychunder Bose, - -     | Hindu, -      | .....                      | 13·1      | 24·         | 25·75     | 9·25                    | 10·25                  | 28·               | 15                   | 125·35 |                                | { Gain senior<br>scholarships. |
| 18            | Ombica Churn Roy, - -      | Kishnaghur, - | Jr. 2nd yr.                | 8·4       | 20          | 18·75     | 18·                     | 20·                    | 18·               | 22                   | 125·15 |                                |                                |
| 19            | Sumboonath Ghose, - -      | Hindu, -      | .....                      | 13·2      | 26·5        | 23·25     | 8·25                    | 12·25                  | 24                | 16·                  | 123·45 | { Retain.                      |                                |
| 20            | Rakhal Chunder Doss, - -   | Dacca, -      | Jr. 2nd yr.                | 10·7      | 23·5        | 24·25     | 12·5                    | 15·75                  | 19                | 17                   | 122·70 |                                |                                |
| 21            | Koylas Chunder Ghose, - -  | Hindu, -      | Sr. 1st yr.                | 13·9      | 20          | 27·25     | 11·25                   | 10                     | 25                | 15                   | 122·40 |                                |                                |
| 22            | Prankissen Chuckerbutty, - | Kishnaghur, - | Jr. 2nd yr.                | 8·8       | 16·5        | 20·75     | 4·5                     | 11·25                  | 17                | 28                   | 106·80 |                                |                                |
| 23            | Kallee Churn Chatterjee, - | Dacca, -      | .....                      | 7·3       | 23·5        | 18·75     | 3·5                     | 8                      | 22                | 19                   | 102·05 |                                |                                |
| 24            | Womesh Chunder Roy, - -    | Kishnaghur, - | .....                      | 12·1      | 16·         | 16·       | 4·5                     | 12·75                  | 16                | 24                   | 101·35 |                                |                                |
| 25            | Kedarnath Banerjee, - -    | Kishnaghur, - | Jr. 3rd yr.                | 11·7      | 20          | 20·       | 4·                      | 2·                     | 18·               | 25                   | 100·7  |                                |                                |
| Fourth Class. |                            |               |                            |           |             |           |                         |                        |                   |                      |        |                                |                                |
| 1             | Radhagobind Doss, - -      | Hindu, -      | Jr. 1st yr.                | 27·2      | 36·5        | .....     | 38·78                   | 35                     | 24                | 19                   | 180·45 | { Gain senior<br>scholarships. |                                |
| 2             | Rajendronath Mittre, - -   | Hindu, -      | Jr. 2nd yr.                | 31·7      | 29·         | .....     | 31·                     | 32                     | 22                | 28                   | 173·70 |                                |                                |
| 3             | Protabnarain Sing, - -     | Hindu, -      | .....                      | 39·3      | 31·5        | .....     | 23                      | 21·25                  | 20                | 25                   | 160·05 |                                |                                |
| 4             | Bromomohun Mullick, - -    | Hindu, -      | { Jr. 1st yr.<br>free, }   | 26·2      | 35·5        | .....     | 28·75                   | 31                     | 20·               | 16·                  | 157·45 |                                |                                |
| 5             | Tarucknath Mullick, - -    | Hindu, -      | Jr. 2nd yr.                | 21·3      | 28·5        | .....     | 25·5                    | 31                     | 23                | 23·                  | 152·05 | { Gains a free<br>scholarship. |                                |
| 6             | Nobokissen Mookerjee, - -  | Hindu, -      | .....                      | 22·8      | 30·4        | .....     | 27·                     | 29                     | 20·               | 18·                  | 147·2  |                                |                                |
| 7             | Nobin Chunder Ghose, - -   | Hooghly, -    | .....                      | 19·       | 29·5        | .....     | 21·                     | 26·5                   | 16                | 32                   | 144    |                                |                                |

| Number. | Names of Candidates.                                  | Colleges.   | Year.       | SUBJECTS. |             |           |                         |                        |                   |                      |        | Total.                                   | Remarks. |
|---------|-------------------------------------------------------|-------------|-------------|-----------|-------------|-----------|-------------------------|------------------------|-------------------|----------------------|--------|------------------------------------------|----------|
|         |                                                       |             |             | History.  | Literature. | Rhetoric. | Mixed Ma-<br>thematics. | Pure Mathe-<br>matics. | English<br>Essay. | Vernacular<br>Essay. |        |                                          |          |
| 8       | Thakoor Churn Sen, - -                                | Hindu, -    | Jr. 1st yr. | 19·7      | 31·5        | .....     | 23·                     | 25·5                   | 15                | 20·                  | 134·7  | Retains.<br>Gains a free<br>scholarship. |          |
| 9       | Gopal Chunder Gooptoo, -                              | Hindu, -    | .....       | 13·7      | 31·4        | .....     | 29·25                   | 26·25                  | 10·               | 24                   | 134·6  |                                          |          |
| 10      | Tarinee Churn Chatterjee, -                           | Kishnaghur, | Jr. 1st yr. | 26·4      | 28·5        | .....     | 18·75                   | 17·                    | 17                | 25                   | 132·65 | Retain.                                  |          |
| 11      | Juggomohun Roy, Cuttack }<br>Scholar, - - }           | Hooghly, -  | Jr. 2nd yr. | 24·5      | 22·         | .....     | 13·5                    | 11·5                   | 17                | 41                   | 129·50 |                                          |          |
| 12      | Dwarkanath Bhattacharjee, -                           | Kishnaghur, | Jr. 1st yr. | 20·9      | 21          | .....     | 23                      | 24·25                  | 15                | 25                   | 129·15 |                                          |          |
| 13      | Ano Churn Kistagree, Chit- }<br>tagong Scholar, - - } | Dacca, -    | Jr. 2nd yr. | 22·6      | 33·5        | .....     | 16·5                    | 15·5                   | 18                | 22                   | 128·1  |                                          |          |
| 14      | Prosunno Coomar Mozoomdar,                            | Hooghly, -  | .....       | 30·8      | 30·         | .....     | 14·75                   | 11·25                  | 20                | 21                   | 127·80 | Gains a free<br>scholarship.             |          |
| 15      | Omertolall Ghose, - -                                 | Hooghly, -  | Jr. 1st yr. | 26·6      | 29          | .....     | 10·25                   | 19·                    | 14                | 28                   | 126·85 |                                          |          |
| 16      | Sreenath Banerjee, - -                                | Dacca, -    | Jr. 2nd yr. | 21·7      | 32·         | .....     | 14                      | 13·                    | 17                | 24                   | 124·7  | Retain.                                  |          |
| 17      | Anundo Chunder Sen, Chit- }<br>tagong Scholar, - - }  | Dacca, -    | Jr. 2nd yr. | 23·6      | 31·5        | .....     | 11                      | 9·75                   | 20·               | 28                   | 123·85 |                                          |          |
| 18      | Preonath Sett, - -                                    | Hindu, -    | Jr. 2nd yr. | 18·       | 26·5        | .....     | 16                      | 13                     | 20                | 28                   | 121·5  |                                          |          |
| 19      | Rajkissen Mittre, - -                                 | Hindu, -    | Jr. 1st yr. | 22·5      | 25          | .....     | 12·5                    | 12·75                  | 22                | 25                   | 119·75 |                                          |          |
| 20      | Khetter Mohun Ghose, - -                              | Hindu, -    | .....       | 24·4      | 29·         | .....     | 19                      | 21·5                   | 13                | 12                   | 118·9  | Gains a free<br>scholarship.             |          |
| 21      | Sadoochoorn Seal, - -                                 | Dacca, -    | Jr. 2nd yr. | 18·3      | 32          | .....     | 8·25                    | 9                      | 16                | 30                   | 113·55 |                                          |          |
| 22      | Takoor Doss Rokheet, - -                              | Hooghly, -  | Jr. 2nd yr. | 18·1      | 16·5        | .....     | 25·5                    | 21                     | 8                 | 24                   | 113·10 | Retain.                                  |          |
| 23      | Nilcomul Roy, - -                                     | Dacca, -    | Jr. 1st yr. | 7·5       | 22          | .....     | 23·5                    | 12                     | 15                | 33·                  | 113·   |                                          |          |
| 24      | Mohesh Chunder Chatterjee, -                          | Kishnaghur, | Jr. 1st yr. | 24·5      | 25          | .....     | 15·25                   | 16                     | 14                | 18                   | 112·75 |                                          |          |



| Number. | Names of Candidates.                                | Colleges.     | Year.         | SUBJECTS. |             |           |                    |                   |                |                   |        | Total.                     | Remarks. |
|---------|-----------------------------------------------------|---------------|---------------|-----------|-------------|-----------|--------------------|-------------------|----------------|-------------------|--------|----------------------------|----------|
|         |                                                     |               |               | History.  | Literature. | Rhetoric. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. |        |                            |          |
| 25      | Bunkobeharry Bose, - -                              | Hooghly, -    | Jr. 3rd yr.   | 17·5      | 34          | .....     | 7·75               | 7                 | 22             | 23                | 111·25 | } Retain.                  |          |
| 26      | Anundo Chunder Mullick, - -                         | Hooghly, -    | Jr. 2nd yr.   | 20·9      | 21·5        | .....     | 6·75               | 9                 | 18·            | 33·               | 109·15 |                            |          |
| 27      | Hurro Coomar Bose, - -                              | Dacca, -      | Jr. 1st yr.   | 19·4      | 19          | .....     | 18·5               | 14                | 14             | 25                | 109·9  |                            |          |
| 28      | Prosunno Chunder Roy, - -                           | Kishnaghur, - | Jr. 1st yr.   | 16·3      | 24·5        | .....     | 13·                | 13·5              | 13·            | 28                | 108·30 |                            |          |
| 29      | Joykisto Chunder, - -                               | Hindu, -      | Jr. (Free,) - | 19·9      | 25·6        | .....     | 9·75               | 17·5              | 13             | 26·               | 105·75 | } Gains a pay scholarship. |          |
| 30      | Juggessur Mookerjee, - -                            | Kishnaghur, - | Jr. 1st yr.   | 24·2      | 15          | .....     | 16·                | 18                | 12             | 18                | 103·20 |                            |          |
| 31      | Bollye Chunder Gooptoo, - -                         | Hindu, -      | Jr. (Free,) - | 14·1      | 19·5        | .....     | 19·5               | 18·               | 17             | 14                | 102·1  | } Gains a pay scholarship. |          |
| 32      | Issen Chunder Seal, II., Chit-tagong scholar, - - } | Dacca, -      | Jr. 1st yr.   | 24·       | 27·5        | .....     | 3·75               | 6·75              | 14             | 25                | 101    |                            |          |
| 33      | Juddonath Mittre, - -                               | Hindu, -      | Jr. (Free,) - | 18·3      | 31·5        | .....     | 3·                 | 8·                | 18·            | 22·               | 100·8  | } Gains a pay scholarship. |          |
| 34      | Issen Chunder Seal, I., - -                         | Dacca, -      | Jr. 1st yr.   | 19·5      | 29·5        | .....     | 6·25               | 11·               | 15             | 17                | 98·25  |                            |          |
| 35      | Koylas Chunder Chatterjee, - -                      | Hooghly, -    | Jr. 2nd yr.   | 16·2      | 27·5        | .....     | 2                  | 5                 | 13·            | 33·               | 96·70  | } Retain.                  |          |
| 36      | Kisto Coomar Sen, - -                               | Dacca, -      | Jr. 2nd yr.   | 15·1      | 31·5        | .....     | 4                  | 7                 | 17             | 22                | 96·6   |                            |          |
| 37      | Joy Chunder Nag, Comillah scholar, - - }            | Dacca, -      | Jr. 2nd yr    | 19·5      | 29·5        | .....     | 8                  | 8·5               | 13·            | 18·               | 96·5   |                            |          |
| 38      | Carapiet J. Stephen, - -                            | Dacca, -      | Jr. 1st yr.   | 20·       | 38·         | .....     | 1·25               | 3·                | 24             | 9·                | 95·25  |                            |          |
| 39      | Ughore Chunder Mittre, - -                          | Hooghly, -    | Jr. 2nd yr.   | 11·5      | 23·4        | .....     | 4                  | 4                 | 20·            | 30·               | 92·90  | } Gain pay scholarships    |          |
| 40      | Bhurrut Chunder Bose, - -                           | Dacca, -      | Jr. (Free,) - | 18·4      | 27·         | .....     | 4·5                | 6·5               | 13             | 23                | 92·4   |                            |          |
| 41      | Rujhoo Dhur Roy, - -                                | Hooghly, -    | Jr. 1st yr.   | 11·       | 23·4        | .....     | 8·5                | 14·               | 9              | 26                | 91·90  |                            |          |
| 42      | Nilchunder Banerjee, - -                            | Hooghly, -    | Jr. 2nd yr.   | 12·5      | 21·         | .....     | 14·5               | 8·5               | 18             | 17                | 91·50  |                            |          |

| Number. | Names of Candidates.                          | Colleges.   | Year.         | SUBJECTS. |             |           |                    |                   |                |                   |       | Total.                                 | Remarks. |
|---------|-----------------------------------------------|-------------|---------------|-----------|-------------|-----------|--------------------|-------------------|----------------|-------------------|-------|----------------------------------------|----------|
|         |                                               |             |               | History.  | Literature. | Rhetoric. | Mixed Mathematics. | Pure Mathematics. | English Essay. | Vernacular Essay. |       |                                        |          |
| 43      | Karona Coomar Sen, - -                        | Dacca, -    | Jr. (Free,) - | 17·4      | 33·5        | .....     | 2·5                | 5·5               | 14             | 18                | 90·9  | } Retain.                              |          |
| 44      | Juggobundoo Bose, - -                         | Dacca, -    | Jr. 1st yr.   | 16·       | 30·5        | .....     | 2·5                | 7·                | 17·            | 15                | 88·   |                                        |          |
| 45      | Dinoonath Sircar, Cuttack }<br>scholar, - - } | Hooghly, -  | Jr. 2nd yr.   | 9·3       | 12·         | .....     | 4·                 | 1·5               | 15             | 39                | 80·80 |                                        |          |
| 46      | W. Harney, - -                                | Dacca, -    | Jr. (Free,) - | 21·9      | 21·5        | .....     | 2                  | 8·                | 16             | 9                 | 78·4  |                                        |          |
| 47      | Sosibhusun Banerjee, - -                      | Hindu, -    | „             | 13·4      | 22·5        | .....     | 2                  | 7                 | 15             | 18                | 77·90 |                                        |          |
| 48      | Shamlol Mitter,- - -                          | Hindu, -    | „             | 5·3       | 14·5        | .....     | 4                  | 7                 | 13             | 28                | 71·80 | } Gains a pay scholarship.<br>Retains. |          |
| 49      | Futtick Chunder Roy, - -                      | Dacca, -    | .....         | 14·2      | 21·         | .....     | 2                  | 2                 | 10             | 24                | 73·2  |                                        |          |
| 50      | Luckinarain Lahoory, - -                      | Kishnaghur, | Jr. 1st yr.   | 6·1       | 15·         | .....     | 3·                 | 6                 | 10             | 28                | 68·10 |                                        |          |

FRED. J. MOUAT, M. D., *Secretary.**Council of Education, December 12th, 1850.*



*General Tabular Statement of the Result of the Junior Scholarship Examination in all the Colleges and Schools, in the Lower Provinces of the Bengal Presidency, Session 1849-50.*

| Number. | Names of Candidates.            | Institutions.                    | Year.      | SUBJECTS. |           |              |            |              |          | Total. | Remarks. |                             |                                  |         |                             |         |
|---------|---------------------------------|----------------------------------|------------|-----------|-----------|--------------|------------|--------------|----------|--------|----------|-----------------------------|----------------------------------|---------|-----------------------------|---------|
|         |                                 |                                  |            | Grammar.  | History.  | Mathematics. | Geography. | Translation. | Reading. |        |          |                             |                                  |         |                             |         |
| 1       | Dino Nath Mitter, -             | { Hindu College, -               | Ooterparah | {         | 27.       | 26.25        | 28.        | 33.          | 45.5     | 41.    | 200.75   | { Retain.                   |                                  |         |                             |         |
| 2       | Peary Mohun Bannerjea, - -      |                                  |            |           | 1st year, | {            | 34.        | 31.25        | 24.75    | 30.    | 46.      |                             | 32.                              | 198.    |                             |         |
| 3       | Thomas Kallonas, -              | Dacca College, -                 | {          | {         | 35.       | 28.5         | 20.        | 25.5         | 41.      | 44.    | 194.     | { Gains a free scholarship. |                                  |         |                             |         |
| 4       | Koylass Chunder Mitter, - - - - | Hooghly College, -               |            |           | 30.       | 23.5         | 35.25      | 32.          | 34.      | 33.    | 187.75   |                             | { Gains a zemindary scholarship. |         |                             |         |
| 5       | Shama Churn Chowdry, - - - -    | Hindu College, -                 |            |           | 33.       | 27.          | 24.25      | 26.          | 43.5     | 33.    | 186.75   |                             |                                  |         |                             |         |
| 6       | Mohena Mohun Roy,               | Kishnaghur College, -            |            |           | 37.       | 25.25        | 21.5       | 21.          | 31.5     | 48.    | 184.25   |                             |                                  |         |                             |         |
| 7       | Moorally Dhur Sen,              | Hindu College, -                 |            |           | 28.       | 24.          | 14.75      | 31.5         | 47.5     | 37.    | 182.75   |                             |                                  |         |                             |         |
| 8       | Kally Churn Ghose,              | Kishnaghur College, -            |            |           | 21.       | 24.          | 20.75      | 22.          | 42.      | 49.    | 178.75   |                             |                                  | { Gain. |                             |         |
| 9       | Koylass Chunder Mitter, - - - - | Baraset School, -                |            |           | 27.       | 18.          | 29.25      | 21.          | 33.      | 50.    | 178.25   |                             |                                  |         |                             |         |
| 10      | Omesh Chunder Dutt,             | { Hindu College, -               |            |           | 29.       | 29.5         | 11.5       | 36.          | 40.      | 32.    | 178.     |                             |                                  |         | { Gains a free scholarship. |         |
| 11      | Hurro Kissen Dutt, -            |                                  |            |           | 36.       | 28.5         | 13.25      | 29.          | 44.      | 27.    | 177.75   |                             |                                  |         |                             |         |
| 12      | Mohendro Loll Sircar,           | { Hindu College Branch School, - |            |           | {         | {            | 22.        | 38.          | 23.      | 25.    | 36.      |                             |                                  | 32.5    | 176.5                       | { Gain. |
| 13      | Sreenath Acharja, -             | Ooterparah School, -             |            |           |           |              | 34.        | 25.          | 24.75    | 31.5   | 30.      |                             |                                  | 30.25   | 175.5                       |         |

| Number. | Names of Candidates.              | Institutions.         | Year.       | SUBJECTS. |          |              |            |              |          | Total. | Remarks.                    |
|---------|-----------------------------------|-----------------------|-------------|-----------|----------|--------------|------------|--------------|----------|--------|-----------------------------|
|         |                                   |                       |             | Grammar.  | History. | Mathematics. | Geography. | Translation. | Reading. |        |                             |
| 14      | Ram Mohun Dutt, -                 | Sylhet School, -      | Candidates. | 27.       | 22.5     | 26.5         | 25.        | 34.5         | 40.      | 175.5  | Gains.                      |
| 15      | Banuck Chunder Chatterjea, - -    | Hindu College, -      |             | 32.       | 30.25    | 11.75        | 26.        | 48.          | 26.5     | 174.5  | { Gains a free scholarship. |
| 16      | Gooroo Churn Doss, -              | Sylhet School, -      |             | 26.       | 22.      | 20.5         | 25.5       | 35.          | 45.      | 174.   |                             |
| 17      | Soorjie Coomar Surbadhicarry, - - | { Dacca College, -    |             | 28.       | 23.75    | 9.75         | 20.        | 46.          | 46.      | 173.5  | { Gain free scholarships.   |
| 18      | Doorga Churn Sen, -               | { Hindu College, -    |             | 22.       | 28.25    | 14.5         | 36.        | 35.5         | 32.5     | 168.75 |                             |
| 19      | Gopaul Chunder Mitter, - - - - -  |                       |             | 28.       | 22.5     | 24.          | 28.        | 43.          | 22.      | 167.5  |                             |
| 20      | Muddun Gobin Doss, -              | Sylhet School, -      |             | 22.       | 24.      | 23.5         | 20.5       | 33.          | 43.      | 166.   | Gains.                      |
| 21      | Gopal Loll Bysack, -              | { Hindu College, -    |             | 33.       | 22.      | 29.25        | 20.5       | 26.5         | 34.      | 165.25 | { Gain free scholarships.   |
| 22      | Hem Chunder Mozumdar, - - - -     |                       |             | 23.       | 24.      | 21.25        | 33.        | 46.5         | 16.5     | 164.25 |                             |
| 23      | Issen Chunder Bose, -             | Dacca College, -      |             | 29.       | 16.5     | 18.5         | 16.5       | 39.5         | 44.      | 164.   |                             |
| 24      | Doorga Churn Dey, -               | { Hindu College, -    |             | 36.       | 26.5     | 22.75        | 25.        | 29.          | 23.      | 162.25 | { Gain.                     |
| 25      | Mohendro Loll Mitter, -           |                       |             | 22.       | 30.5     | 22.5         | 27.        | 36.          | 24.      | 162.   |                             |
| 26      | Luckin Chunder Paul, -            | Baraset School, -     |             | 24.       | 22.      | 18.75        | 19.5       | 36.          | 41.      | 161.25 |  | { Gains a free scholarship. |
| 27      | PoornooChunderRoy, -              | Kishnaghur College, - |             | 15.       | 13.5     | 20.75        | 24.        | 38.          | 48.      | 159.25 |                             |
| 28      | Asotosh Dhur, - -                 | Hindu College, -      |             | 35.       | 17.      | 22.5         | 22.        | 37.          | 25.5     | 159.   | { Gains.                    |
| 29      | Mohes Chunder Chowdry, - - -      | Bancoorah School, -   |             | 27.       | 30.      | 13.5         | 18.5       | 28.          | 40.75    | 157.75 |                             |
| 30      | Nundo Loll Sen, -                 | Dacca College, -      |             | 24.       | 22.      | 12.5         | 21.        | 45.          | 32.      | 156.5  |                             |



| Number. | Names of Candidates.       | Institutions.                          | Year.       | SUBJECTS. |          |              |            |              |          | Total. | Remarks.                  |
|---------|----------------------------|----------------------------------------|-------------|-----------|----------|--------------|------------|--------------|----------|--------|---------------------------|
|         |                            |                                        |             | General.  | History. | Mathematics. | Geography. | Translation. | Reading. |        |                           |
| 31      | Dinoo Bundo Mitter, -      | Hindu College, }<br>Branch School, }   | Candidates. | 27.       | 21.25    | 28.25        | 23.        | 40.          | 17.      | 156.5  | Gain.                     |
| 32      | Hurren Chunder Mitter, -   | Bancoorah School, -                    |             | 33.       | 29.25    | 9.25         | 18.        | 25.          | 41.5     | 156.   |                           |
| 33      | Sree Kissen Chatterjee, -  | Hindu College, }<br>Branch School, }   |             | 34.       | 26.25    | 22.5         | 21.        | 29.          | 22.      | 154.75 |                           |
| 34      | Dinoo Nath Mookerjea, -    | Howrah School, -                       |             | 25.       | 26.25    | 14.25        | 28.        | 28.          | 32.75    | 154.25 | Gains a Jr. scholarship.  |
| 35      | Bany Madhub Boral, -       | Hooghly College, }<br>Branch School, } |             | 28.       | 13.5     | 25.          | 25.        | 33.          | 29.5     | 154.   |                           |
| 36      | Mooktaram Ghose, -         | Baraset School, -                      |             | 24.       | 15.25    | 21.75        | 20.        | 32.          | 41.      | 154.   |                           |
| 37      | Radha Churn Dey, -         | Dacca College, -                       |             | 30.       | 16.      | 15.25        | 21.5       | 36.          | 35.      | 153.75 | Gain free scholarships.   |
| 38      | Dinoo Nath Biswas, -       | Kishnaghur College, -                  |             | 20.       | 15.75    | 15.          | 20.        | 33.          | 50.      | 153.75 |                           |
| 39      | Prosunoo Chunder Roy, -    | Baraset School, -                      |             | 21.       | 18.5     | 21.75        | 20.        | 35.          | 37.      | 153.25 |                           |
| 40      | Toolsee Doss Dutt, -       | Hindu College, -                       |             | 27.       | 18.      | 21.          | 26.        | 33.          | 28.      | 153.   | Gains a free scholarship. |
| 41      | Dwarkanath Chuckerbutty, - | Howrah School, -                       |             | 27.       | 25.      | 19.75        | 21.        | 20.          | 40.      | 152.75 |                           |
| 42      | Anund Chunder Doss, -      | Hindu College, -                       |             | 25.       | 25.75    | 12.75        | 28.5       | 35.          | 25.      | 152. |  | Gain free scholarships. |
| 43      | Raj Narain Bhattacharja, - | Kishnaghur College, -                  |             | 14.       | 19.25    | 14.75        | 19.        | 47.          | 38.      | 152.   |                           |
| 44      | Woma Canth Ghose, -        | Dacca College, -                       |             | 27.       | 14.25    | 24.75        | 18.        | 28.          | 39.      | 151.   |                           |
| 45      | Bhugwan Chunder Sen, -     |                                        |             | 27.       | 13.25    | 18.25        | 18.5       | 38.          | 36.      | 151.   |                           |

Council of Education, December 12th, 1850.

FRED. J. MOUAT, M. D., Secretary.

## Appendix B.

1. A revised scheme for the award of scholarships in the Sanscrit College.

That the order and time of studies in the Sanscrit College shall be regulated as follows, viz.:

|                         |                  |
|-------------------------|------------------|
| First Vyakarana, ... .. | 4 years.         |
| Second Sahitya, ... ..  | 2 years.         |
| Third Alankar, ... ..   | 2 years.         |
| Fourth Smriti, ... ..   | 3 years.         |
| Fifth Nyaya, ... ..     | 4 years.         |
| Total, .....            | <u>15 years.</u> |

2. No student of the Vyakarana class shall be permitted to pass scholarship examination.

3. Junior scholarships shall be confined to the Sahitya and Alankar classes, and sets of examination questions in those classes (both in literature and Jyotish) should be distinct from each other, giving higher standard to the Alankar class.

|                  |    |
|------------------|----|
| Vyakarana, .. .. | 50 |
| Kavya. .. ..     | 50 |
| Jyotish, .. ..   | 50 |

*Translations.*

|                              |    |
|------------------------------|----|
| Bengali into English, .. ..  | 50 |
| Sanscrit into Bengali, .. .. | 50 |

Total, .. 250

4. A student in the Sahitya class shall gain a junior scholarship on obtaining one-half of the complete number prescribed in the margin, and retain or carry a junior scholarship to the Alankar class on gaining 60 per cent. of that number.

5. A student in the Alankar class shall gain or retain a junior scholarship on the terms prescribed in the preceding paragraph with this modification, viz., that questions on Alankar of an elementary nature should be substituted for those on Vyakarana,\* carrying the junior scholarship in the last year to the Smriti class.

|                |    |
|----------------|----|
| * Kavya .. ..  | 50 |
| Alankar. .. .. | 50 |
| Jyotish, .. .. | 50 |

*Translations.*

|                              |    |
|------------------------------|----|
| Bengali into Sanscrit, .. .. | 50 |
| Sanscrit into Bengali, .. .. | 50 |

Total, .. 250



6. The study of Jyotish in the Sanscrit College being merely elementary and confined to the Sahitya and Alankar classes, proficiency in that branch of the study alone as a science will not entitle a student to claim a senior scholarship.

7. No student of the Nyaya or Smriti class shall be allowed to compete for a junior scholarship.

8. A first year's student in the Smriti class shall gain

|                             |     |                                   |
|-----------------------------|-----|-----------------------------------|
| Sahitya, ... ..             | 50  | a senior scholarship or retain a  |
| Alankar, ... ..             | 50  | junior scholarship on obtain-     |
| Smriti, ..... ..            | 50  | ing one-half of the prescribed    |
| Jyotish, ... ..             | 50  | number noted in the margin on     |
| Prose Composition, .....    | 50  | senior scholarship papers. A      |
| Poetical Composition, ..... | 50  | second year's student shall gain  |
| Bengali Essay, ..... ..     | 50  | or retain a senior scholarship on |
| Total,...                   | 350 | obtaining 60 per cent. of that    |

number, and a third year's student shall gain or retain a senior scholarship on obtaining 70 per cent. of that number and carry it to the Nyaya class.

9. A first year's student in the Nyaya class shall gain or

|                             |     |                                    |
|-----------------------------|-----|------------------------------------|
| Sahitya, ... ..             | 50  | retain a senior scholarship on     |
| Alankar, ... ..             | 50  | obtaining one-half of the pre-     |
| Nyaya,..... ..              | 50  | scribed number noted in the        |
| Jyotish, ... ..             | 50  | margin on senior scholarship       |
| Prose Composition, .....    | 50  | papers, a second year's student    |
| Poetical Composition, ..... | 50  | will gain or retain a senior scho- |
| Bengali Essay, ..... ..     | 50  | larship on gaining 60 per cent. of |
| Total,...                   | 350 | that number, and a third year's    |

student will gain or retain a senior scholarship on gaining 70 per cent. of that number.

10. By the above arrangements a junior scholarship will be tenable for four years and senior one for six years.

11. The English junior scholarship shall be awarded on the terms adopted in the Zillah Schools.

# Appendix H.

## CIRCULAR ORDERS.

No. 1.

*From the Secretary, Council of Education,*

*To all Institutions under the Control of the Council.*

*Fort William, 3rd October, 1849.*

SIR,—I am directed by the Council of Education to inform you, that as the charge of all the schools in Bengal and Behar has been made over to them, they have resolved to introduce into them the same scheme of study as is followed in the institutions heretofore under their control.

2. This scheme is at present undergoing revision, and when completed will be duly promulgated for general information.

3. In the meantime the Council will feel obliged by your not indenting for any further supplies from the Book Agent until the new scheme is published.

I have, &c.,

(Signed)

FRED. J. MOUAT, M. D.,

*Secretary, Council of Education.*

No. 2.

*From the Secretary, Council of Education,*

*To all Institutions under the Control of the Council.*

*Fort William, 4th October, 1849.*

SIR,—As all the Government colleges and schools in Bengal and Behar have now been placed under the orders and control of the Council of Education, and as all future promotions in the department will be made strictly and impartially according to the qualifications, length of services and conduct of the officers serving in it, the Council request that you will be so good as to procure from every officer serving in the [ ] college or school, a statement of his services in the tabular form annexed.

Each officer will furnish a separate return.

*Return of the services and qualifications of A. B. of the  
—— College or School.*

| Name. | Age. | Religion or Caste. | Birth Place. | Education with Honors, &c., attained. | Service in the Education department, with salary and date of each appointment. | Remarks. |
|-------|------|--------------------|--------------|---------------------------------------|--------------------------------------------------------------------------------|----------|
|       |      |                    |              |                                       |                                                                                |          |

(Signed)

FRED. J. MOUAT, M. D.,

*Secretary, Council of Education.*



## No. 3.

*From the Secretary, Council of Education,*

*To all Institutions under the Control of the Council.*

*Fort William, 5th October, 1849.*

SIR,—I am directed by the Council of Education to request that you will be so good as to send to this office, at your earliest convenience, a statement of the sums drawn monthly for contingencies for the last three years, as well as a brief specification of the nature of the charges admitted by the Government under that head.

It is the intention of the Council to fix a maximum uniform rate for all zillah schools beyond which no outlay will be sanctioned at any time, and as the education funds are not equal at present to the expenditure of the department, the Council trust that no charge will be admitted or recommended by the local Committee that is not absolutely necessary.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

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No. 4.

*From the Secretary, Council of Education,*

*To all Institutions under the Control of the Council.*

*Fort William, 30th November, 1849.*

SIR,—As the expenditure of English foolscap paper in the scholarship and other written examination, of the (college or school) appears to have entailed an unnecessarily heavy charge upon the education funds, I am directed by the Council of Education to request that all future written examinations and exercises may be upon Serampore or any other paper equally cheap, that is procurable in the bazars.

The exercises in question are only intended to serve a temporary purpose, and are not designed for permanent record, their being written on expensive and durable paper is not therefore necessary, while the practice of economy in all expenditure connected with the education funds is really a matter of importance when those funds are unequal to the demands upon them.

For the above mentioned reason, the Council have resolved that this order shall be communicated to the officers of all the institutions under their control for their information and guidance.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

## No. 5.

*From the Secretary, Council of Education,  
To the Principal Dacca College.*

*Fort William, 21st December, 1849.*

SIR,—I am directed to inform you that the existing system of awards of the Library medal having come under the consideration of the Council of Education, they have arrived at the conclusion that it does not fulfil the object contemplated in the institution of such a prize, viz., the encouragement of an extended and profitable course of spontaneous reading, irrespective of the routine studies of the classes. With a view to accomplish this in future, the Council have resolved to select a subject at the time of promulgating the standards in Literature and History, and to examine all candidates at the end of the session in the course of reading adopted by them in that particular subject, each competitor submitting, as at present, a list of the works studied by him with special reference to the subject selected.

In accordance with the above resolution, the following subject has been selected for the course of study during the present year, for all candidates for the Library Medal.

“The Geography and History of Bengal from the accession of Akber, with special reference to its productive resources, commerce, and the civil and political condition of the people.”

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

## No. 6.

*From the Secretary, Council of Education,  
To the Secretary, Local Committee Public Instruction, Dacca.*

*Dated Fort William, 18th March, 1850.*

SIR,—I am directed by the Council of Education to forward for your information the accompanying minute by the Hon'ble the President of the Council, embodying changes in the scheme of scholarships and standards of study in connection with them, which have received the sanction of Government and are to be carried into effect.

The Council will feel obliged by your reporting at your earliest convenience the extent to which the proposed changes can be brought into operation at the end of the current session, viz., in six months from this time.

They also wish to know the exact position of every scholarshipholder and free scholar in regard to the class in which he now is, the time during which he has held a scholarship, and all other particulars regarding him.



The Council wish for information as to what in your opinion will be the result in regard to the zillah schools attached to the Dacca College, of raising the standard of the junior scholarships to the extent proposed.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

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No. 7.

*From the Secretary, Council of Education,  
To all the Colleges and Schools under the Control of the Council.*

25th March, 1850.

SIR,—I have the honor, by direction of the Council of Education, to request that on future occasions, whatever letters or applications written in any of the vernacular languages of the country from students or those connected with the institution are intended for submission to the Council, you will be so good as to cause them to be translated into English before forwarding them.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

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No. 8.

*From the Secretary, Council of Education,  
To all Colleges and Schools in Bengal.*

Fort William, 13th April, 1850.

SIR,—I have the honor, by direction of the Council of Education, to forward for your information, guidance, and communication, to all those whom it concerns, the enclosed notification respecting the examination of candidates for admission to the English class of the Medical College.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

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*Education Notice.*

A special examination of candidates for admission to the free and stipendiary lists of the Medical College, will be held in that institution, during the first week in June next.

2nd. There are several stipendiary vacancies of eight rupees per mensem, each tenable for five years. No candidate can be admitted under the full age of 16, or above that of 20 years, on any account whatever.

3rd. Every applicant for admission must bring a letter of recommendation from some respectable person, certifying that he is of good character, and worthy of admission to the privilege of studying in the Medical College.

4th. The candidates must present themselves before the Secretary to the College, at least three days prior to the date of examination, with a view to their being identified as the persons really desiring admission.

5th. All candidates will be expected to possess such knowledge of English, so as to be able to read, write, and speak it with ease and fluency. They must be able to analyze a passage in Milton's *Paradise Lost*, Robertson's *Histories*, or works of a similar classical standard,—be acquainted with the elements of Arithmetic, Algebra, Geometry, and Natural Philosophy,—and bring certificates from the head masters of the schools in which they have studied, expressly stating that they possess the information required, and are capable of undergoing the ordeal proposed. The preference in selection will always be given to those who possess the greatest amount of information in the abovementioned branches of education.

6th. The course of instruction given in the Bengal Medical College is recognized by the University of London, the Royal College of Surgeons of England, and the Worshipful Society of Apothecaries of London—the degree, diploma, and license of which bodies, respectively, can be obtained by any pupil who has studied in Calcutta, provided he passes through the particular course and extent of study required by each—of which every particular may be ascertained on personal application to the Secretary, Medical College.

(By order,)

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

*Council of Education, }*  
*The 1st April, 1850. }*

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No. 9.

*From the Secretary, Council of Education,*  
*To*

*Fort William, 4th May, 1850.*

SIR,—I am directed to request that you will be so good as to forward as early as possible, after the end of the current month, the accompanying tabular statements of the establishment, number, caste, &c. of the pupils, the scholarship-holders, pay and free scholars, and the number of students studying different languages, at the [ ] college or school, as well as the local receipts and disbursements for the year

I have the honor to be,

Sir,

Your most obedient Servant,

FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*



*Establishment of the*  
*as on the 30th April, 1850.*

| Name. | Designation. | Amount of Salary. | Date of Appointment. |
|-------|--------------|-------------------|----------------------|
|       |              |                   |                      |

*Statement exhibiting the Number, Caste, &c. of the Pupils of the*  
*as on the 30th April, 1850.*

*Statement exhibiting the Number of Scholarship-holders and Pay*  
*and Free Pupils of the                      on the                      of                      185   .*

| Scholarship-<br>holders. | Free Scholars.* | Pay Pupils. | Free Pupils. | Total. | Remarks. |
|--------------------------|-----------------|-------------|--------------|--------|----------|
|                          |                 |             |              |        |          |

\* Free Scholars are those qualified for Scholarships for whom there were no Vacancies.

*Statement exhibiting the Number of Students studying different languages in the*  
*on the 30th April, 1850.*

| Sanscrit. | Arabic and Persian. | English. | Urdu. | Bengali. | Remarks. |
|-----------|---------------------|----------|-------|----------|----------|
|           |                     |          |       |          |          |

*Local Receipts and Disbursements.*

| Resources of Annual Income. |                                      |        |  |                                                         | Nature of Charge. | Actual Charges for 1849-50. |        |  |
|-----------------------------|--------------------------------------|--------|--|---------------------------------------------------------|-------------------|-----------------------------|--------|--|
| Separate Fund.              | Assignment from Parliamentary Grant. | Total. |  | Establishment and Expences as fixed by Government dated |                   | Items.                      | Total. |  |
|                             |                                      |        |  |                                                         |                   |                             |        |  |

No. 10.

*From the Secretary, Council of Education,*  
*To all Educational Institutions in Bengal.*

*Fort William, 9th May, 1850.*

SIR,—I am directed by the Council of Education to forward for your information and guidance, the annexed Notification relative to the admission of pupils of private schools to the competition for scholarships in the Government Colleges and Schools.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*



The following are the conditions on which out-students will in future be allowed to compete for senior and junior scholarships in the Government Colleges of Bengal :—

1. Each candidate will be required to produce from the head master or other competent authority of the school to which he belongs, a certificate in the form annexed.

2. The subjects for the senior scholarship examinations of each year are published annually by the Council of Education, and furnished to the proprietors and conductors of private schools.

3. The following is the course of study from which the junior examination papers will be set :

|                                              |                                                                                                                                                                                                           |
|----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Literature and Grammar,                      | { Richardson's Selections.<br>Homer's Iliad.<br>Crombie's Etymology and Syntax.<br>Graham's English Composition.                                                                                          |
| History, .....                               | { Russell's Modern Europe.<br>Keightley's History of England.                                                                                                                                             |
| Mathematics and Natural<br>Philosophy, ..... | { Peacock's Algebra, (Vol. I.)<br>Playfair's Euclid (Books VI. and XI.)<br>Hind's Plane Trigonometry.<br>Arnott's Elements of Physics.<br>Map Drawing.                                                    |
| Political Economy, .....                     | Wayland's.                                                                                                                                                                                                |
| Vernacular, .....                            | { (Bengali) Gyanarnab and Rammohun<br>Roy's Grammar.<br>(Urdu) Baghobahar and Shanama.<br>(Persian) Tarikhinadiri and Bostan.<br>(Hindu) Marshman's History of India and<br>Pundit Rutneshawar's Journal. |

4. Should an out competitor attain the standard required to obtain a scholarship, he will, in the first instance, be presented with a free scholarship, which will entitle him to gratuitous education during that year. At the end of this time he will be allowed to contend for stipendiary scholarships, on the same terms as other scholarshipholders of his standing, whether senior or junior.

5. The authorities of schools wishing to take advantage of this privilege will communicate the same annually to the Council of Education, and will be held responsible that they send up no pupils who are unable to compete with a fair chance of success.

The privilege of sending up scholars on the terms above mentioned, will be denied to all who do not comply with this regulation, the object of which is to save time and trouble to the examiners.

6. The scholarships referred to, will be tenable in the Central College of the district in which the school is situated.

7. Certificates should be forwarded to the office of the Council of Education one fortnight before the commencement of the scholarship examinations of each year.

*Certificate of Qualification to contend for a Free Scholarship  
in the College*

| Name of Candidate. | Age. | Father's Name and Occupation. | Village, Pergunnah and Zillah. | School in which he has been educated. | Course of study he has gone through. | Conduct and Character. | Remarks. |
|--------------------|------|-------------------------------|--------------------------------|---------------------------------------|--------------------------------------|------------------------|----------|
|                    |      |                               |                                |                                       |                                      |                        |          |

(Signed)      A. B.,  
*Head Master or Principal or Secretary.*

*Name of place }  
and date.      }*

No. 11.

*From the Secretary, Council of Education,  
To all the Colleges and Schools.*

*Fort William, May 1, 1850.*

SIR,—I am directed by the Council of Education to forward, for your information and guidance, the accompanying copies of letters from Government upon the important subject of Native Female Education.

The Council are convinced that a measure, fraught with such important consequences, and so calculated to extend the benefits and influence of education, will meet with the most cordial support of every person connected with the Education Department.

Further suggestions respecting the subject of female education generally, and the best means of extending it, will be issued hereafter; in the mean time the Council request that you will give the fullest possible effect to the Government instructions by making them generally known to all persons in your neighbourhood, who take an interest in, or are likely to aid the cause. The Council of Education will feel obliged by your distributing the accompanying printed copies of the enclosed correspondence to the students of the College, and all other persons desirous of obtaining information on the subject.

I have, &c.,

(Signed)      FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*



*From the Under-Secretary to the Government of Bengal,*

*To F. J. MOUAT, ESQ., M. D.,*

*Secretary to the Council of Education.*

*Fort William, 18th April, 1850.*

SIR,—I am directed by the Deputy Governor of Bengal to transmit *Education.* for the information and guidance of the Council, the accompanying copy of a letter from the Secretary to the Government of India, in the Home Department, No. 275, dated the 11th instant, containing the Orders of that Government on the subject of introducing Native Female Education into Bengal.

I have the honor to be,

Sir,

Your most obedient Servant,

W. SETON-KARR, *Under Secretary*

*to the Government of Bengal.*

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(No. 275.)

*From F. J. HALLIDAY, ESQ.,*

*Secretary to the Government of India,*

*To J. P. GRANT, ESQ.,*

*Secretary to the Government of Bengal.*

*11th April, 1850.*

SIR,—The attention of the Governor General in Council has been *Home Dept.* lately directed toward the subject of Female Education in Bengal. Thirty-five years have elapsed, since the establishment of the Hindu College gave the first great impulse to that desire for European knowledge, which is now so general throughout the country. Under the influence of the new ideas which have been widely disseminated among large and influential classes of the community, through the Government schools and colleges, it is reasonable to believe that further attempts, for improving the moral and social condition of the people, may now be successfully made, which at an earlier period would have failed altogether to produce any satisfactory result.

2. It is the opinion of the Governor General in Council that no single change in the habits of the people is likely to lead to more important and beneficial consequences, than the introduction of education for their female children. The general practice is to allow them to grow up in absolute ignorance ; but this custom is not required or even sanctioned by their religion ; and in fact a certain degree of education is now given to the female relatives of those who can afford the expense of entertaining special instructors at their own houses. This method of imparting knowledge is impracticable as a general system, but it appears to the Governor General in Council that it is quite possible to establish female schools, in which precautions may be adopted for as close seclusion of the girls as the customs of the country may require. An experiment of a school of this kind in Calcutta has been tried by the Hon'ble Mr. Bethune since May of last year ; which, in the face of considerable

opposition, such as every novelty is sure to encounter in Bengal, at present contains thirty-four pupils, the children of persons of good caste and respectable connexions. The success which has been accomplished in so short a time, far exceeding any expectation its most sanguine supporters would have been justified in entertaining at the commencement, receives a double value from the consideration that it has been achieved by the exertions of a private individual, and cannot be attributed to the influence of the power of Government.

3. The example given by Mr. Bethune in his school has, His Lordship in Council is informed, been imitated by educated Natives in other parts of Bengal.

4. The Governor General in Council considers that a great work has been done in the first successful introduction of Native Female Education in India on a sound and solid foundation, and that the Government ought to give to it its frank and cordial support.

5. The Governor General in Council requests that the Council of Education may be informed that it is henceforward to consider its functions as comprising the superintendence of Native Female Education; and that, wherever any disposition is shewn by the Natives to establish female schools, it will be its duty to give them all possible encouragement; and further their plans in every way, that is not inconsistent with the efficiency of the institutions already under their management. It is the wish also of the Governor General in Council that intimation to the same effect should be given to the Chief Civil Officers of the Mofussil; calling their attention to the foregoing disposition among the Natives to establish female schools, and directing them to use all means at their disposal for encouraging those institutions, and for making it generally known that the Government views them with very great approbation.

I have, &c.,

F. J. HALLIDAY,

*Secy. to the Govt. of India.*

COUNCIL CHAMBER, }  
11th April, 1850. }

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No. 12.

*From the Secretary, Council of Education,  
To all the Colleges and Schools.*

*Fort William, 15th May, 1850.*

SIR,—With a view to secure uniformity in the preparation of the reports of the institutions placed under the authority of the Council, I am directed to inform you that all existing orders on the subject are hereby cancelled, that all half-yearly reports of progress are dispensed with, and that the following rules are to be observed in future on the subject:

1. The reports of the state, condition, and progress of the colleges and schools in Bengal are hereafter to be furnished annually.

2. The annual report is to be brought up to the 30th of September of each year, the end of the Academic session.



3. It is to be furnished at the latest within fifteen days of the close of the session, and is not to be delayed for the scholarship returns, which will be compiled in the office of the Council from the reports of the examiners, which are sent direct to the Council.

4. The following order of subjects is to be strictly observed in the preparation of the reports :

1. Name and date of establishment of the college or school.
2. Local Committee.
3. Instructive Establishment.
4. Tabular list of pupils, exhibiting their number, caste, &c.
5. Statement exhibiting the number of scholarshipholders, and pay and free scholars.
6. Statement exhibiting the number of students studying different languages.
7. Local receipts and disbursements.
8. Schooling fees realized during the year.
9. A brief narrative of the changes which have occurred during the session.
10. Suggestions respecting the studies, internal economy, or any other matters connected with the college or school, which the local authorities wish to bring to the notice of the Council.
11. An account of donations for prizes or other purposes made to the college or school, with the name of the donors.
12. A brief abstract of the result of the examinations of the various classes, exhibiting in the margin the studies of the class, and detailing the average age, and general progress of the pupils, with the names of those recommended for prizes.\*
13. The state of the library.
14. The state of the college or school buildings.

Printed form of the tabular statements marked 2, 3, 4, 5, 6, 7, and 8 will be furnished from the office of the Council of Education.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

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No. 13.

*From the Secretary, Council of Education,  
To*

*Fort William, 29th May, 1850.*

SIR,—With a view to save unnecessary trouble and correspondence, and to secure uniformity in all receipts and similar documents, I am directed by the Council of Education to request that you will be so good in future as to conform to the form of receipt subjoined, the blank

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\* Detailed tabular statements of examinations to be placed in an Appendix, so as not to interfere with the narrative form of the report. The tabular forms will be furnished from the office of the Council.

spaces being filled up as required by the receipt of books or money, and numbered for record. These receipts are simply to be signed and enclosed, and do not require a transmitting letter.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

No.

Received from the Secretary to the Council of Education the [books  
or money, &c.] noted in the  
\* margin,\* which { has  
or } been  
have } disposed of as directed.

(Signed)

*Principal or Secretary L. C. P. I.*

*Name of place and date.*

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No. 14.

*From the Secretary, Council of Education,  
To all the Colleges and Schools.*

*Fort William, 29th May, 1850.*

SIR,—As considerable inconvenience is occasioned in the examination and audit of the bills of several institutions under the orders of the Council of Education by different forms being adopted, I am directed by the Council of Education to request that in future all bills be regularly drawn out on foolscap paper, according to the form annexed.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,  
Secretary, Council of Education.



## FORM OF ESTABLISHMENT BILLS.

*The Hon'ble Company,*..... *Dr.*

To the following Establishment of the \_\_\_\_\_ for the month of \_\_\_\_\_ last.

[illegible]

## No. 15.

*From the Secretary, Council of Education,  
To all the Colleges and Schools.*

22nd June, 1850.

SIR,—I have the honor, by direction of the Council of Education, to intimate to you that the new scheme of scholarship standards and examinations embodied in the minute on the subject by the Hon'ble President, will not be brought into operation until the next academic session.

In the scheme of study for the present year, you are therefore to follow the already published order, and not the scheme proposed in the minute alluded to.

I have, &c.,  
(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

## No. 16.

*From the Secretary, Council of Education,  
To the Secretary, Local Committee.*

12th July, 1850.

SIR,—I have the honor, by direction of the Council of Education, to forward for the information and future guidance of the Local Committee at the accompanying printed Circular, respecting the "Duties and Responsibilities of Local Committees of Public Instructions."

I have, &c.,  
(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

*Duties and Responsibilities of Local Committees of Public  
Instruction.*

Since the transfer of all Government educational institutions in the Lower Provinces of the Presidency of Fort William in Bengal to the charge of the Council of Education, and the abolition of the office of Inspector of Schools, the Council have reason to believe that some misapprehension has arisen as to the functions of Local Committees; and, being anxious to secure the services of the various local officers, without whose active and zealous co-operation the interests of education in the interior parts of the country can be but little advanced, they publish for general information the following rules respecting the duties and responsibilities of Local Committees.

These rules are compiled chiefly from the various rules and Circular Orders issued at different times by the Government of Bengal.



1. The Local Committees are composed of the officers of the district noted in the margin, with any other European or Native official or non-official residents who may be appointed specially by Government. Should the Local Committees be desirous of adding any person to their number, they should submit their application to the Council of Education, for the purpose of being laid before Government.

**Constitution of Local Committees.**

Judge.  
Collector.  
Magistrate.  
P. S. Ameen.  
Civil Surgeon.

**Appointment of Secretary.**

2. Each Local Committee appoints one of its members Secretary. Where there is a College the Principal is ex-officio Secretary.

3. The Funds of each institution are placed in the hands of the Secretary to the Local Committee. They consist generally of donations, subscriptions, proceeds from the sale of books, schooling fees, fines, &c.

**Funds and Accounts.**

It is the duty of the Committee to manage these funds and to check and countersign the monthly bills.

4. The accounts are to be kept in the form appended to these rules, and all schooling fees and surplus funds credited to the education funds in the monthly bills of the institution, a detailed statement of them being separately submitted with each bill for information and record.

5. The Local Committee of each district is to meet once a month for the dispatch of business, and oftener if necessary. A brief abstract of the proceedings of each meeting to be forwarded to the Council of Education.

**Meetings of the Local Committee.**

6. The Members of each Local Committee are to visit the college or school under its control, in rotation, and to insert in a visiting book, to be kept for the purpose, a memorandum of the classes taught in their presence, of their opinion of the state of the institution, and of any change they may consider necessary for its improvement. This book shall be open to the inspection of the Principal, Professors, and Masters (as the case may be); it shall be laid before each monthly meeting of the Local Committee, and forwarded annually, in original, for the information of the Council of Education.

**Visits and Reports.**

7. Each member of the Local Committee is to take a month in rotation; and, during that time, is to visit the college or school at least once a week: but this is not meant to preclude other members of the Committee from visiting the institution whenever they chose to do so.

8. It is not expedient that members of the Local Committee should themselves examine either individual boys or classes, or do any thing to disturb or interfere with the regular course of instruction. They are particularly enjoined not to find fault with any of the masters in the hearing of the pupils, or to utter any remark likely to impair the respect due from the pupils to their superiors. Any observations, which a member of the Local Committee is desirous of making, should be written in the visiting book, or communicated privately to the Principal or head Master. But the Principal or head Master is not bound to act upon any suggestion of a single member of the Committee, if, in his opinion, it is opposed to the rules, or likely to be in any way detrimental to the College or School.

9. Head masters of schools must conform, in all respects, to the instructions they receive from the Local Committee through its Secretary, against the continuance of which, however, they are allowed to appeal to the Council of Education; but the Principal of a College may, in

all instances, demand a reference to the Council of Education, before carrying the orders of the Local Committee into effect.

10. The members of each Local Committee will superintend and assist at all examinations for prizes, scholarships, &c., according to the instructions they may receive from the Council of Education.

**Conduct of Examinations.**

11. The Local Committee may grant leave of absence to the Principals, Professors and Masters, on *urgent* private affairs, or on medical certificate, but only for one month, reporting the same for the confirmation of the Council of Education. All applications for leave in excess of a month must be submitted, in the first instance, through the Local Committee to the Council.

**Leave of Absence.**

12. No pupil can be admitted to or expelled from any Government college or school without the sanction of the Local Committee.

**Admissions and removal of Pupils.**

13. The Local Committees are bound to conform to and carry into effect all orders relating to the management of the college or school they receive from the Council of Education.

**Orders of the Council.**

14. Each Local Committee will submit, as heretofore, an annual report of the institutions subordinate to it, founded on the knowledge obtained by the several members at their periodical or occasional visits, upon the reports of the principal or masters, and upon the result of the examinations which the Committee is required to superintend. The Council expect to learn from the annual report of each Local Committee how its various duties have been discharged; the suggestions for the correction of abuses and adoption of improvements which have been made, and the manner in which those suggestions have been received and acted upon; the amount of local donations and endowments bestowed; the estimation in which the institutions are held by the respectable and influential portion of the native public; the state of the property belonging to the institutions, including buildings, furniture, library, apparatus, &c.; and in short every circumstance of interest connected not only with the institutions themselves, but with the general state of education in each district.

The form in which the annual reports are to be drawn up has already been communicated to Local Committees, and should be strictly observed.

15. The Local Committees collectively, and the members composing them, are expected to take a lively and active interest in the welfare and progress of the colleges and schools established in their several districts, and to lose no opportunity of impressing upon the inhabitants, and especially upon the wealthy and influential classes, that it is their duty to educate their children, and that the best means of doing this are to be found in the institutions established by Government. The Local Committees are to encourage local subscriptions and donations for the provision of annual prizes, the endowment of scholarships, the establishment of branch schools, or any other beneficial purpose connected with the instruction of the people. Upon the cordial co-operation of the Local Committees in these respects the prosperity of the colleges and schools, throughout the country, in a great measure depends.

By order of the Council of Education,

(Signed) FRED. J. MOUAT, M. D.,

1st June, 1850.

Secretary, Council of Education.



| 2 b | Number. | Names. | Age. | Rate of Schooling. | DAYS OF THE MONTH. |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     | TOTAL.     |           |         |          |           |            |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
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|     |         |        |      |                    | 1.                 | 2. | 3. | 4. | 5. | 6. | 7. | 8. | 9. | 10. | 11. | 12. | 13. | 14. | 15. | 16. | 17. | 18. | 19. | 20. | 21. | 22. | 23. | 24. | 25. | 26. | 27. | 28. | 29. | 30. | 31. | Present—P. | Absent—A. | Sick—S. | Leave—L. | Sunday—S. | Holiday—H. | Remarks. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|     |         |        |      |                    |                    |    |    |    |    |    |    |    |    |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |     |            |           |         |          |           |            |          |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |

N. B.—In addition to this, the schooling fees will be entered in a special Ledger to be kept for the purpose.

No. 17.

*From the Secretary, Council of Education,  
To all the Colleges and Schools.*

30th July, 1850.

SIR,—I have the honor, by direction of the Council of Education, to forward to you the accompanying copies of the form of Monthly Register of Attendance appended to Circular No. 16, for the and to request you will be so good as to submit one of the forms duly filled up for each class every month to this office for information and record.

I have, &amp;c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

No. 18.

*From the Secretary, Council of Education,  
To all the Colleges and Schools.*

13th September, 1850.

SIR,—With a view to introduce greater uniformity in the oral examination for junior English scholarships, I am directed by the Council of Education to state that in future a selected passage in prose and poetry will be forwarded under a sealed cover to each college and school, to be opened on the day fixed for reading, viz., Thursday, October 3rd, for the present year. In addition to the competitors reading the passages selected, a few questions on the grammatical construction, meaning, allusions, &c. of the passages will be framed for them by each examiner, and the same questions will be asked of every candidate in the same school.

A copy of the questions asked will accompany the report of the result of the examination.

I have, &amp;c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

No. 19.

*From the Secretary, Council of Education,  
To*

17th September, 1850.

SIR,—The case of free scholars for whose admission to compete at the examinations for testing progress no special rule exists at present, having been brought to the notice of the Council of Education, I am directed to intimate to you that they have been pleased to extend to the holders of free scholarship tickets a modification of the provisions of Rules 8 and 9, of the Scholarship Regulations, by which they are allowed in future to compete on the same terms as stipendiary scholars.

I have, &amp;c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*



No. 20.

*From the Secretary, Council of Education,  
To all the Colleges and Schools.*

31st July, 1850.

SIR,—I have the honor, by direction of the Council of Education, to state for your information and for communication to the Native masters of the that the Council expect them at the expiration of a period not exceeding six months hence to pass an examination in Bengali, with a view to ascertain their capacity of instructing their pupils in the vernacular languages of their country, and to convey in their own tongue the knowledge they themselves have acquired.

I have, &c.,

(Signed) FRED. J. MOUAT, M. D.,  
*Secretary, Council of Education.*

No. 21.

*From the Secretary, Council of Education,  
To the Secretary Local Committee Public Instruction.*

*Dated Fort William, 16th August, 1850.*

SIR,—In continuation of my letter No. 1724 dated 8th August, forwarding the scheme of examination for the present year, I have the honor, by direction of the Council of Education, to furnish the following instructions for your information and guidance, and to request your particular attention to the same.

1. Sealed packets containing the examination papers will be forwarded hereafter: each sealed packet is to be opened on the day fixed for the particular subject to which its contents refer, and not on any account before.

2. It is particularly requested that the order in which the subjects are to be given may be carefully observed, and that not more than one subject be given on any one day.

3. The Government of India having sanctioned the appointment of a central body of paid examiners for the senior and junior scholarship answers of all Government colleges and schools, I am directed to request that the Committee will forward in sealed packets the replies of all candidates who may present themselves to the examiners as below.

*Senior.*

|                               |                       |
|-------------------------------|-----------------------|
| English Essay and Literature, | G. Lewis, Esq.        |
| Rhetoric, - - - - -           | D. Foggo, Esq.        |
| History, - - - - -            | A. S. Harrison, Esq.  |
| Pure and Mixed Mathematics,   | E. Lodge, Esq.        |
| Vernacular Essay, - - - -     | Revd. K. M. Banerjee. |

*Junior.*

|                          |                                         |
|--------------------------|-----------------------------------------|
| English Grammar, - - - - | R. Jones, Esq., Hindu College.          |
| History, - - - - -       | J. Sutcliffe, Esq., Hindu College.      |
| Geography, - - - - -     | J. Kerr, Esq., Hooghly College.         |
| Mathematics, - - - - -   | R. Thwaytes, Esq., Hooghly College.     |
| Translation, - - - - -   | Babu Ram Chunder Mittre, Hindu College. |

4. The usual precautions to prevent unfair practices are to be carefully adhered to.

5. It is requested that the members of the Local Committee will as heretofore be present by turns during the examinations, to collect the written replies of the candidates and to forward them to the examiners as directed above (*with the exception\* of the translation papers which are to be forwarded to this Office.*)

6. The Local Secretary is also requested with such members of the Committee as may take an interest in the institution, to superintend the *vivâ voce* examination for scholarships and report the result to this office. The maximum standard for *vivâ voce* has been fixed at 25 for prose, and 25 for poetry, in all 50 marks. A special paper on which the oral examinations will be founded will be furnished, with instructions regarding the manner in which the Council wish the same to be conducted.

7. The general examination of the pupils need not necessarily take place on any of the days fixed for the Scholarship examinations, but it may be held on any other convenient day either shortly before or afterwards.

8. As there are no means available at the Presidency for composing a suitable paper in the Vernacular of your district, a paper in Bengali will be sent which must first be privately rendered into the Vernacular and then given in, that form to be translated by the students and the result the Committee will be so good as to ascertain and forward to this office.

9. The Local Committees will, as heretofore, make arrangements for conducting the General Examinations.

I have, &c.,

(Signed)

FRED. J. MOUAT, M. D.,

*Secretary, Council of Education.*

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\* Gyah, Patna, Tirhoot and Bhaugulpere.



## Appendix J.

### LIST OF DISTINGUISHED STUDENTS ACCORDING TO THE GOVERNOR GENERAL'S RESOLUTION.

**10th October 1844.**

**1845.**

#### *First Class.*

Hurry Mohun Chatterjee, (1) ... }  
Naurutton Mullick, (2) ... .. }

#### *Second Class.*

Nobin Chunder Doss, (3) ... .. }  
Juggessur Ghose, (4) ... .. } *Hooghly College.*  
Juddo Nauth Doss, (5) ... .. }  
Gunga Churn Saha, ... .. }  
Gooroo Churn Chatterjee, (6) ... }  
Gooroo Churn Doss, ... .. }

- (1) Dead.
- (2) Moonsiff, Naraingunge, Dacca.
- (3) First Master, Junior Department, Hooghly College,—salary Rupees 100.
- (4) Librarian, Hooghly College,—salary Rupees 50.
- (5) Dead.
- (6) Third Master, Kishnaghur College,—salary Rupees 65.

**1846.**

#### *First Class.*

Isser Chunder Mitter, (1), ... .. *Hindu College.*

#### *Second Class.*

Chunder Seekur Goopta, (2) ... .. *Hooghly College.*  
Gopal Lall Roy, (3) ... .. *Hindu College.*  
Chundy Churn Shome, (4) ... .. }  
Dwarkanath Chuckerbutty, (5) ... } *Hooghly College.*  
Dinnobundoo Dey, (6) ... .. }  
Bono Mally Mitter, (7) ... .. } *Hindu College.*  
Satcowry Roy, (8) ... .. *Hooghly College.*  
Sibnarain Dutt, (9) ... .. *Hindu College.*  
Calachand Bose, (10) ... .. *Hooghly College.*

- (1) Head Assistant in the Abkary Commissioner's office, Dacca Division,—salary Rupees 200.
- (2) Assistant in the Adjusting Department of the Calcutta Mint,—salary Rupees 60.
- (3) Dead.
- (4) Dead.
- (5) Fourth Teacher, Hooghly Branch School,—salary Rupees 50.
- (6) Conservancy Commissioner.
- (7) Teacher, Junior School Department, Hindu College,—salary Rupees 60.
- (8) Writer in the Hooghly Local Agency,—salary Rupees 50.
- (9) Employed at Messrs. Mackey and Company.
- (10) Mercantile employment, Ghazeepore.

**1847.**

|                            |     |       |   |                         |
|----------------------------|-----|-------|---|-------------------------|
| <i>First Class.</i>        |     |       |   |                         |
| Juggodishnath Roy, (1)...  | ... | ...   | } |                         |
| <i>Second Class.</i>       |     |       |   |                         |
| Rajkissore Ghose, ...      | ... | ..... | } | <i>Hindu College.</i>   |
| Kedarnauth Sen, (2) ...    | ... | ...   |   |                         |
| Greesh Chunder Mitter, ... | ... | ..... |   |                         |
| Prankisto Ghose, ...       | ... | ...   | } | <i>Hooghly College.</i> |
| Isser Chunder Doss, ...    | ... | ..... |   |                         |
| Hurry Doss Ghose, (3)...   | ... | ...   |   |                         |
| Luchmun Sett, (4) ...      | ... | ..... |   | <i>Hindu College.</i>   |
| R. Twedale, ...            | "   | ...   |   | <i>Hooghly College.</i> |

- (1) Sherishtadar of the Western Salt Chowkies, Howrah,—salary Rupees 100.  
 (2) Surveyor General's Office,—salary Rupees 40.  
 (3) Second Teacher, Baraset School,—salary 50 Rupees.  
 (4) Employed in the General Treasury.

**1848.**

|                                  |  |  |                           |
|----------------------------------|--|--|---------------------------|
| <i>First Class.</i>              |  |  |                           |
| Prosunno Coomar Surbadicary, ... |  |  | } <i>Hindu College.</i>   |
| <i>Second Class.</i>             |  |  |                           |
| Greesh Chunder Bose, ... ..      |  |  | } <i>Hooghly College.</i> |
| Gopal Chunder Bhutto, (1) ... .. |  |  |                           |
| Greesh Chunder Ghose, ... ..     |  |  | <i>Hindu College.</i>     |

- (1) Darogah Salt Chowkies, Howrah,—salary Rupees 30.

**1849.**

|                          |     |     |       |                         |
|--------------------------|-----|-----|-------|-------------------------|
| <i>First Class.</i>      |     |     |       |                         |
| Hurro Gobind Sen, (1)... | ... | ... | ...   | } <i>Hindu College.</i> |
| <i>Second Class.</i>     |     |     |       |                         |
| Radanath Bose, ...       | ... | ... | ..... |                         |
| Roy Mohun Bose, (2)      | ... | ... | ...   |                         |
| Gobind Loll Roy, (3)     | ... | ... | ..... |                         |

- (1) Second Master, Bauleah School,—salary Rupees 100.  
 (2) Dead.  
 (3) Employed in the General Treasury.

**1850.**

|                               |     |       |                         |
|-------------------------------|-----|-------|-------------------------|
| <i>First Class.</i>           |     |       |                         |
| Cally Prosunno Dutt, (1) ...  | ... | ...   | <i>Hindu College.</i>   |
| <i>Second Class.</i>          |     |       |                         |
| Ramsunker Sein, (2) ...       | ... | ...   | }                       |
| Oma Churn Banerjee, (3)...    | ... | ..... |                         |
| Harendra Krishna Deb, (4) ... | ... | ...   | <i>Dacca College.</i>   |
| Kristo Chunder Dutt,...       | ... | ..... | <i>Hindu College.</i>   |
| Jodoo Nauth Ghose. ...        | ... | ...   | <i>Dacca College.</i>   |
|                               |     |       | <i>Hooghly College.</i> |

- (1) Senior Scholarshipholder of 40 Rupees.  
 (2) Third Master, Junior Department, Dacca College,—salary Rupees 80.  
 (3) Senior Scholar,—salary Rupees 30.  
 (4) Senior Scholar,—salary Rupees 30.



## Appendix K.

*Statement exhibiting the Number and Caste of the Pupils of the Colleges and Schools, as on the 30th September 1850.*

| Institutions.                             | Christians. | Moohum-<br>mudans. | Hindus | Other Castes.   | Total. | Remarks.                |
|-------------------------------------------|-------------|--------------------|--------|-----------------|--------|-------------------------|
| Hindu College, ... ..                     | ...         | ...                | 488    | ...             | 488    |                         |
| Pautshala, ... ..                         | ...         | ...                | 208    | ...             | 208    |                         |
| Branch School, ... ..                     | ...         | ...                | 440    | ...             | 440    |                         |
| Sanscrit College, ... ..                  | ...         | ...                | 281    | ...             | 281    |                         |
| Calcutta Mudrissa, ... ..                 | ...         | ...                | 307    | ...             | 307    |                         |
| Hooghly College, ... ..                   | 3           | 5                  | 401    | ...             | 409    |                         |
| Branch School, ... ..                     | 2           | 2                  | 178    | ...             | 182    |                         |
| Infant School, ... ..                     | ...         | 5                  | 43     | ...             | 48     |                         |
| Hooghly Mudrissa, ... ..                  | 1           | 160                | 19     | ...             | 180    |                         |
| Mukhtub, .. ..                            | ...         | 41                 | 11     | ...             | 52     |                         |
| Sitapore Mudrissa, ... ..                 | ...         | 40                 | ...    | ...             | 40     |                         |
| Dacca College, ... ..                     | 46          | 15                 | 279    | ...             | 340    |                         |
| Kishnaghur College, ... ..                | 1           | 5                  | 198    | ...             | 204    |                         |
| Chittagong School, ... ..                 | 17          | 6                  | 89     | ...             | 112    |                         |
| Commillah School, ... ..                  | 3           | 4                  | 67     | ...             | 74     |                         |
| Sylhet School, ... ..                     | 1           | ...                | 51     | ...             | 52     |                         |
| Bauleah School, ... ..                    | 2           | ..                 | 83     | ..              | 85     |                         |
| Midnapore School, ... ..                  | 5           | 5                  | 106    | ...             | 116    |                         |
| Cuttack School, ... ..                    | 17          | 5                  | 61     | ...             | 83     |                         |
| Patna School, ... ..                      | 11          | 14                 | 31     | ...             | 56     |                         |
| Bhaugulpore School, ... ..                | ...         | 21                 | 59     | 36 <sup>a</sup> | 116    | <sup>a</sup> Hill boys. |
| Mozufferpore School, ... ..               | 3           | 2                  | 22     | ...             | 27     |                         |
| Gya School,* ... ..                       | ...         | ...                | ...    | ...             | ...    |                         |
| Jessore School, ... ..                    | ...         | 5                  | 91     | ...             | 96     |                         |
| Bancoorah School,* ... ..                 | ...         | ...                | ...    | ...             | ...    |                         |
| Baraset School, ... ..                    | ...         | 1                  | 142    | ...             | 143    |                         |
| Howrah School, ... ..                     | ..          | 5                  | 104    | ...             | 109    |                         |
| Ooterparah School, ... ..                 | ...         | 183                | ...    | ...             | 183    |                         |
| Barrackpore School, ... ..                | ...         | 1                  | 77     | 1               | 79     |                         |
| Russapuglah School, ... ..                | ...         | 33                 | 26     | ...             | 59     |                         |
| Assam Schools,† ... ..                    | ...         | 43                 | 917    | 209             | 1169   |                         |
| Arracan School, ... ..                    | 7           | 58                 | 3      | 140             | 208    | Chinese & Arracanese.   |
| Tenasserim School,‡ ... ..                | 20          | 2                  | 10     | 76              | 108    | Chinese & Burmese.      |
| South-West Frontier }<br>School, ... .. } | 1           | 12                 | 66     | 35              | 114    | Coles, Bhooeas, &c.     |

\* Returns not received.

† Exclusive of the Schools in the Districts of Nowgong and Gowalpara.

‡ Exclusive of the Mergui School.

Statement exhibiting the Number of Scholarshipholders, Free Scholars, Pay and Free Pupils, on the 30th September 1850.

| Institutions.                             | Scholarshipholders. | Free Scholars. | Pay Pupils. | Free Pupils. | Total. | Remarks. |
|-------------------------------------------|---------------------|----------------|-------------|--------------|--------|----------|
| Hindu College, .. ..                      | 17                  | 11             | 390         | 24           | 488    |          |
| Pautshala, .. ..                          | .....               | .....          | 208         | .....        | 208    |          |
| Branch School, .. ..                      | 3                   | .....          | 427         | 13           | 440    |          |
| Sanscrit College, .....                   | 27                  | 4              | .....       | 250          | 281    |          |
| Calcutta Mudrissa, ..                     | 26                  | .....          | 34          | 247          | 307    |          |
| Hooghly College, ..                       | 27                  | 19             | 332         | 31           | 409    |          |
| Branch School, .....                      | .....               | ... ..         | 148         | 34           | 182    |          |
| Infant School, ... ..                     | .....               | .....          | .....       | 48           | 48     |          |
| Hooghly Mudrissa, ...                     | 23                  | .....          | 9           | 148          | 180    |          |
| Mukhtub, .. ..                            | .....               | .....          | .....       | 52           | 52     |          |
| Setapore Mudrissa, ...                    | .....               | .....          | .....       | 40           | 40     |          |
| Dacca College, .....                      | 28                  | 6              | 306         | .....        | 340    |          |
| Kishnaghur College,...                    | 18                  | .....          | 175         | 11           | 204    |          |
| Chittagong School, ..                     | 4                   | .....          | 112         | .....        | 112    |          |
| Commillah School, ...                     | 2                   | .....          | 74          | .....        | 74     |          |
| Sylhet School, .....                      | .....               | .....          | 51          | 1            | 52     |          |
| Bauleah School, ..                        | 3                   | .....          | 80          | 5            | 85     |          |
| Midnapore School, ...                     | 1                   | .....          | 111         | 5            | 116    |          |
| Cuttack School, .....                     | .....               | .....          | 83          | .....        | 83     |          |
| Patna School, ... ..                      | .....               | .....          | 56          | .....        | 56     |          |
| Bhaugulpore School, .....                 | .....               | .....          | 59          | 57           | 116    |          |
| Mozufferpore School, ... ..               | .....               | .....          | 23          | 4            | 27     |          |
| Gya School,* .. ..                        | .....               | .....          | .....       | .....        | .....  |          |
| Jessore School, .....                     | .....               | .....          | 96          | .....        | 96     |          |
| Burdwan School,* ..                       | .....               | .....          | .....       | .....        | .....  |          |
| Bancoorah School,* ...                    | .....               | .....          | .....       | .....        | .....  |          |
| Baraset School,... ..                     | 1                   | .....          | 143         | .....        | 143    |          |
| Howrah School, .....                      | 4                   | 1              | 109         | .....        | 109    |          |
| Ooterparah School, ...                    | 4                   | 1              | 183         | .....        | 183    |          |
| Barrackpore School,...                    | .....               | .....          | 78          | 1            | 79     |          |
| Russapuglah School, .....                 | .....               | .....          | 25          | 34           | 59     |          |
| Assam Schools,... ..                      | .....               | .....          | .....       | .....        | .....  |          |
| Arracan Schools, .....                    | .....               | .....          | .....       | .....        | .....  |          |
| Tenasserim School, ...                    | .....               | .....          | .....       | .....        | ... .. |          |
| South-West Frontier }<br>School, ... .. } | .....               | .....          | .....       | 114          | 114    |          |

\* No returns received.



*Statement exhibiting the Number of Students studying different languages in the Colleges and Schools, as on the 30th September 1850.*

| Institutions.                              | Sanscrit. | Persian and Arabic. | English. | Bengali. | Oordoo. | Other Languages. | Total. | Remarks.                          |
|--------------------------------------------|-----------|---------------------|----------|----------|---------|------------------|--------|-----------------------------------|
| Hindu College, ... ..                      | ...       | ...                 | 488      | 488      | ...     | ...              | 488    |                                   |
| Pautshala, ... ..                          | ...       | ...                 | ...      | 208      | ...     | ...              | 208    |                                   |
| Branch School, ... ..                      | ...       | ...                 | 440      | 440      | ...     | ...              | 440    |                                   |
| Sanscrit College, ... ..                   | 281       | ...                 | 74       | ...      | ...     | ...              | 281    |                                   |
| Calcutta Mudrissa, ... ..                  | ...       | 209                 | 58       | 40       | ...     | ...              | 307    |                                   |
| Hooghly College, ... ..                    | ...       | ...                 | 409      | 409      | ...     | ...              | 409    |                                   |
| Branch School, ... ..                      | ...       | ...                 | 182      | 182      | ...     | ...              | 182    |                                   |
| Infant School, ... ..                      | ...       | ...                 | 48       | 48       | ...     | ...              | 48     |                                   |
| Hooghly Mudrissa, ... ..                   | ..        | 134                 | 71       | 26       | 78      | ...              | 180    |                                   |
| Mukhtub, ... ..                            | ...       | 52                  | 18       | ...      | ...     | ...              | 52     |                                   |
| Sitapore Mudrissa, ... ..                  | ...       | 40                  | ...      | ...      | ...     | ...              | 40     |                                   |
| Dacca College, ... ..                      | ...       | ...                 | 340      | 340      | ...     | ...              | 340    |                                   |
| Kishnaghur College, ... ..                 | ...       | ...                 | 204      | 204      | ...     | ...              | 204    |                                   |
| Chittagong School, ... ..                  | ...       | ...                 | 112      | 112      | ...     | ...              | 112    |                                   |
| Commillah School, ... ..                   | ...       | ...                 | 74       | 74       | ...     | ...              | 74     |                                   |
| Sylhet School, ... ..                      | ...       | ...                 | 52       | 52       | ...     | ...              | 52     |                                   |
| Bauleah School, ... ..                     | ...       | ...                 | 85       | 85       | ...     | ...              | 85     |                                   |
| Midnapore School, ... ..                   | ...       | ...                 | 116      | 116      | ...     | ...              | 116    |                                   |
| Cuttack School, ... ..                     | ...       | ...                 | 83       | ...      | ...     | 83 <sup>a</sup>  | 83     | <sup>a</sup> Oorya.               |
| Patna School, ... ..                       | ...       | 22                  | 56       | ...      | 32      | ...              | 56     |                                   |
| Bhagulpore School, ... ..                  | ...       | ...                 | 96       | 36       | 58      | ...              | 116    |                                   |
| Mozufferpore School, ... ..                | ...       | ...                 | 23       | ...      | 27      | ...              | 27     |                                   |
| Gya School,* ... ..                        | ...       | ...                 | ...      | ...      | ...     | ...              | ...    |                                   |
| Jessore School, ... ..                     | ...       | ...                 | 96       | 96       | ...     | ...              | 96     |                                   |
| Burdwan School,* ... ..                    | ...       | ...                 | ...      | ..       | ...     | ...              | ...    |                                   |
| Bancoorah School,* ... ..                  | ...       | ...                 | ...      | ...      | ...     | ...              | ...    |                                   |
| Baraset School, ... ..                     | ...       | ...                 | 143      | 143      | ...     | ...              | 143    |                                   |
| Howrah School, ... ..                      | ...       | ...                 | 109      | 109      | ...     | ...              | 109    |                                   |
| Ooterparah School, ... ..                  | ...       | ...                 | 183      | 183      | ..      | ..               | 183    |                                   |
| Barrackpore School, ..                     | ...       | ...                 | 79       | 79       | ...     | ...              | 79     |                                   |
| Russapuglah School, ..                     | ...       | 33                  | 59       | 26       | ...     | ...              | 59     |                                   |
| Assam Schools,† ... ..                     | ...       | ...                 | 40       | 1054     | 75      | ...              | 1169   |                                   |
| Arracan Schools, ... ..                    | ...       | ...                 | 106      | ...      | ...     | 102 <sup>b</sup> | ...    | <sup>b</sup> Burmese.             |
| South-West Frontier }<br>Schools, ... .. } | ...       | ...                 | 69       | ...      | ...     | 79 <sup>c</sup>  | 114    | <sup>c</sup> Hindi.               |
| Tenasserim Schools,‡                       | ...       | ...                 | 108      | ...      | ...     | 108 <sup>d</sup> | 108    | <sup>d</sup> Burmese and Talaing. |

\* Returns not received.

† Exclusive of schools in the districts of Nowgong and Gowalpara.

‡ Exclusive of the Mergui school.

Statement exhibiting the amount of Schooling Fees realized

| Institutions.             | MONTHS.          |    |    |                   |    |   |                   |    |    |                  |    |    |
|---------------------------|------------------|----|----|-------------------|----|---|-------------------|----|----|------------------|----|----|
|                           | October<br>1849. |    |    | November<br>1849. |    |   | December<br>1849. |    |    | January<br>1850. |    |    |
| Hindu College, ... ..     | 2062             | 5  | 10 | 2503              | 6  | 1 | 2576              | 12 | 10 | 2410             | 12 | 10 |
| Pautshala,... ..          | 99               | 7  | 0  | 123               | 8  | 0 | 142               | 14 | 0  | 140              | ■  | 3  |
| Branch School, ... ..     | 706              | 1  | 0  | 778               | 6  | 0 | 854               | 6  | 9  | 870              | 6  | 3  |
| Sanscrit College, ... ..  | .....            |    |    | .....             |    |   | .....             |    |    | .....            |    |    |
| Calcutta Mudrissa, .....  | 38               | 0  | 0  | 40                | 0  | 0 | 40                | 0  | 0  | 45               | 0  | 0  |
| Hooghly College, ... ..   | 309              | 0  | 0  | 845               | 8  | 0 | 638               | 0  | 0  | 74               | 8  | 0  |
| Branch School, ... ..     | 173              | 8  | 0  | 214               | ■  | 0 | 212               | 0  | 0  | 34               | ■  | 0  |
| Infant School, .. ...     | .....            |    |    | .....             |    |   | .....             |    |    | .....            |    |    |
| Hooghly Mudrissa, .....   | .....            |    |    | .....             |    |   | .....             |    |    | .....            |    |    |
| Mukhtub, ... ..           | .....            |    |    | .....             |    |   | .....             |    |    | .....            |    |    |
| Setapore Mudrissa, .....  | .....            |    |    | .....             |    |   | .....             |    |    | .....            |    |    |
| Dacca College, ... ..     | 334              | 0  | 0  | 341               | 0  | 0 | 373               | 0  | 0  | 264              | 8  | 0  |
| Kishnaghur College, ..... | 524              | 0  | 0  | 472               | 0  | 0 | 351               | 0  | 0  | 344              | 0  | 0  |
| Chittagong School, ... .. | 31               | 12 | 0  | 32                | 4  | 0 | 37                | ■  | 0  | 32               | 12 | 0  |
| Commillah School, .....   | 36               | 0  | 0  | 35                | 8  | 0 | 29                | ■  | 0  | 44               | 0  | 0  |
| Sylhet School, ... ..     | 8                | 8  | 0  | 9                 | 12 | 0 | 12                | 0  | 0  | 10               | 12 | 0  |
| Bauleah School, ... ..    | 70               | 0  | 0  | 70                | 0  | 0 | 73                | 0  | 0  | 69               | 0  | 0  |
| Midnapore School, ... ..  | 59               | 13 | 0  | 101               | 5  | 0 | 113               | 13 | 0  | 90               | 5  | 0  |
| Cuttack School, ... ..    | 24               | 12 | 0  | 22                | 12 | 0 | 23                | 4  | 0  | 24               | 0  | 0  |
| Patna School, .. ...      | 53               | 0  | 0  | 51                | 0  | 0 | 52                | 0  | 0  | 55               | 0  | 0  |
| Bhaugulpore School, ..... | 30               | 12 | 0  | 32                | 12 | 0 | 30                | 12 | 0  | 33               | 4  | 0  |
| Mozufferpore School, ...  | 15               | 0  | 0  | 14                | 8  | 0 | 15                | 0  | 0  | 15               | 0  | 0  |
| Gya School,* ... ..       | .....            |    |    | .....             |    |   | .....             |    |    | .....            |    |    |
| Jessore School,... ..     | 57               | 0  | 0  | .....             |    |   | 56                | 0  | 0  | 60               | 0  | 0  |
| Burdwan School,* ... ..   | .....            |    |    | .....             |    |   | .....             |    |    | .....            |    |    |
| Bancoorah School,*... ..  | .....            |    |    | .....             |    |   | .....             |    |    | .....            |    |    |
| Baraset School, ... ..    | 73               | 0  | 0  | 82                | 0  | 0 | 112               | 0  | 0  | 84               | 0  | 0  |
| Howrah School, ... ..     | 80               | 0  | 0  | 95                | 0  | 0 | 134               | 0  | 0  | 112              | 0  | 0  |
| Ooterparah School, .....  | 152              | 0  | 0  | 182               | 0  | 0 | 185               | 0  | 0  | 195              | 4  | ■  |
| Barrackpore School, ...   | 32               | ■  | 0  | 36                | 0  | 0 | 34                | 4  | 0  | 36               | 4  | 0  |
| Russapuglah School, ..... | 64               | 0  | 0  | 62                | 0  | 0 | 66                | 0  | 0  | 66               | 0  | 0  |
| Grand Total, ... ..       | .....            |    |    | .....             |    |   | .....             |    |    | .....            |    |    |

\* Returns



in the Schools and Colleges during the Session 1849-50.

| MONTHS.        |              |               |               |                 |                    | Total.     |
|----------------|--------------|---------------|---------------|-----------------|--------------------|------------|
| April<br>1850. | May<br>1850. | June<br>1850. | July<br>1850. | August<br>1850. | September<br>1850. |            |
| 2394 4 4       | 2397 14 1    | 2415 9 1      | 2371 13 10    | 2014 7 10       | 2311 4 7           | 28145 5 6  |
| 105 12 0       | 75 0 0       | 138 8 3       | 111 0 0       | 80 8 0          | 74 4 0             | 1251 1 9   |
| 814 6 0        | 747 15 9     | 812 11 0      | 722 8 3       | 901 14 6        | 756 1 3            | 9459 1 9   |
| .....          | .....        | .....         | .....         | .....           | .....              | .....      |
| 44 0 0         | 41 0 0       | 42 0 0        | 41 0 0        | 39 0 0          | 35 0 0             | 495 0 0    |
| 555 0 0        | 586 0 0      | 524 8 0       | 619 0 0       | 508 0 0         | 551 8 0            | 6881 4 0   |
| 213 8 0        | 203 0 0      | 202 8 0       | 209 0 0       | 189 8 0         | 182 8 0            | 2401 0 0   |
| .....          | .....        | .....         | .....         | .....           | .....              | .....      |
| .....          | .....        | .....         | .....         | .....           | .....              | .....      |
| .....          | .....        | .....         | .....         | .....           | .....              | .....      |
| .....          | .....        | .....         | .....         | .....           | .....              | .....      |
| 365 8 0        | 340 8 0      | 344 4 0       | 348 4 0       | 336 8 0         | 347 10 0           | 4375 2 0   |
| 395 0 0        | 405 0 0      | 391 0 0       | 412 0 0       | 395 0 0         | 400 8 0            | 4979 8 0   |
| 39 14 0        | 36 0 0       | 34 8 0        | 44 0 0        | 36 12 0         | 43 4 0             | 439 0 0    |
| 24 0 0         | 16 0 0       | 29 8 0        | 29 9 0        | 52 8 0          | 221 0 0            | 591 0 0    |
| 10 8 0         | 10 8 0       | 10 8 0        | 10 12 0       | 12 0 0          | 13 0 0             | 129 8 0    |
| 77 0 0         | 71 0 0       | 77 0 0        | 78 0 0        | 81 0 0          | 78 0 0             | 826 0 0    |
| 109 0 0        | 88 13 0      | 93 1 0        | 91 13 0       | 93 1 0          | 95 9 0             | 1122 3 0   |
| 23 4 0         | 24 0 0       | 23 4 0        | 24 8 0        | 32 0 0          | 28 4 0             | 294 8 0    |
| 55 0 0         | 56 0 0       | 56 0 0        | 54 0 0        | 46 0 0          | 52 0 0             | 645 12 0   |
| 33 4 0         | 33 4 0       | 32 4 0        | 32 4 0        | 33 4 0          | 33 12 0            | 389 8 0    |
| 17 0 0         | 15 0 0       | 14 0 0        | 14 0 0        | 13 0 0          | 12 0 0             | 177 8 0    |
| .....          | .....        | .....         | .....         | .....           | .....              | .....      |
| 71 4 0         | 73 0 0       | 68 0 0        | 76 8 0        | 81 8 0          | 79 8 0             | 891 12 0   |
| .....          | .....        | .....         | .....         | .....           | .....              | .....      |
| .....          | .....        | .....         | .....         | .....           | .....              | .....      |
| 106 8 0        | 135 8 0      | 117 8 0       | 98 0 0        | 139 8 0         | 117 0 0            | 1308 8 0   |
| 125 0 0        | 137 0 0      | 134 0 0       | 130 0 0       | 138 0 0         | 132 0 0            | 1469 0 0   |
| 209 0 0        | 202 0 0      | 204 8 0       | 205 0 0       | 205 0 0         | 201 0 0            | 2333 12 0  |
| 35 0 0         | 36 8 0       | 35 4 0        | 37 12 0       | 39 4 0          | 37 12 0            | 430 4 0    |
| 66 0 0         | 46 0 0       | 54 0 0        | 41 0 0        | 42 0 0          | .....              | 630 0 0    |
| .....          | .....        | .....         | .....         | .....           | .....              | 69665 10 0 |

not received.

Abstract of information relative to the Government

| Division. | SCHOOLS.                       |                                                     |                                                         | PUPILS.                                          |                               |                                     |                                           |                           | SCHOOLING FEES.                           |                          |          |                               |          |  |  |  |  |  |  |  |  |  |  |  |  |
|-----------|--------------------------------|-----------------------------------------------------|---------------------------------------------------------|--------------------------------------------------|-------------------------------|-------------------------------------|-------------------------------------------|---------------------------|-------------------------------------------|--------------------------|----------|-------------------------------|----------|--|--|--|--|--|--|--|--|--|--|--|--|
|           | Districts and School Stations. | No. of Schools in operation at the end of the year. | No. of Schools not in operation at the end of the year. | No. on the roll at the commencement of the year. | No. admitted during the year. | No. of withdrawals during the year. | No. on the roll at the close of the year. | Average daily attendance. | Amount of fees collected during the year. | Balance of former years. | Total.   | Disbursement during the year. | Balance. |  |  |  |  |  |  |  |  |  |  |  |  |
| JESSORE.  | <i>Bancoorah.</i>              |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Bishenpore, ... ..             | 1                                                   | 0                                                       | 32                                               | 14                            | 13                                  | 33                                        | 28                        | 42 5 9                                    | 53 9 0                   | 95 14 9  | 0 0 0                         | 95 14 9  |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Sonamooky, .....               | 1                                                   | 0                                                       | 46                                               | 44                            | 42                                  | 48                                        | 30                        | 56 13 4                                   | 60 13 0                  | 117 10 4 | 0 0 0                         | 117 10 4 |  |  |  |  |  |  |  |  |  |  |  |  |
|           | <i>Baraset.</i>                |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Jagoolee, ... ..               | 1                                                   | 0                                                       | 57                                               | 8                             | 8                                   | 57                                        | 56                        | 42 10 0                                   | 83 1 0                   | 125 11 0 | 0 0 0                         | 125 11 0 |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Chota Jagoolee, ...            | 1                                                   | 0                                                       | 69                                               | 35                            | 34                                  | 70                                        | 56                        | 42 4 0                                    | 117 3 0                  | 159 7 0  | 0 0 0                         | 159 7 0  |  |  |  |  |  |  |  |  |  |  |  |  |
|           | <i>Burdwan.</i>                |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Culna, ... ..                  | 1                                                   | 0                                                       | 73                                               | 47                            | 67                                  | 53                                        | 52                        | 31 0 0                                    | 49 7 2                   | 80 7 2   | 0 0 0                         | 80 7 2   |  |  |  |  |  |  |  |  |  |  |  |  |
|           | <i>Hooghly.</i>                |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Boinchee, ... ..               | 1                                                   | 0                                                       | 71                                               | 74                            | 60                                  | 85                                        | 53                        | 33 13 6                                   | 147 13 6                 | 181 11 0 | 0 0 0                         | 181 11 0 |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Konenuggur, ...                | 1                                                   | 0                                                       | 47                                               | 42                            | 35                                  | 54                                        | 33                        | 30 3 0                                    | 112 4 0                  | 142 7 0  | 0 0 0                         | 142 7 0  |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Mankoondoo, .....              | 1                                                   | 0                                                       | 109                                              | 25                            | 19                                  | 115                                       | 104                       | 45 10 0                                   | 207 2 0                  | 252 12 0 | 0 0 0                         | 252 12 0 |  |  |  |  |  |  |  |  |  |  |  |  |
|           | <i>Jessore.</i>                |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Magoorah, ... ..               | 1                                                   | 0                                                       | 31                                               | 9                             | 7                                   | 33                                        | 29                        | 17 0 0                                    | 28 14 0                  | 45 14 0  | 0 0 0                         | 45 14 0  |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Luckeepassa, .....             | 1                                                   | 0                                                       | 14                                               | 18                            | 4                                   | 28                                        | 7                         | 5 6 0                                     | 52 6 0                   | 57 12 0  | 0 0 0                         | 57 12 0  |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Raroolee, ... ..               | 1                                                   | 0                                                       | 18                                               | 14                            | 0                                   | 32                                        | 14                        | 14 4 0                                    | 19 4 0                   | 23 4 0   | 0 0 0                         | 23 4 0   |  |  |  |  |  |  |  |  |  |  |  |  |
|           | <i>Nuddea.</i>                 |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Sooksagur, ... ..              | 1                                                   | 0                                                       | 32                                               | 4                             | 0                                   | 36                                        | 32                        | 32 4 0                                    | 58 9 0                   | 90 13 0  | 0 0 0                         | 90 13 0  |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Goberdanga, .....              | 1                                                   | 0                                                       | 42                                               | 0                             | 27                                  | 15                                        | 15                        | 22 9 0                                    | 76 15 0                  | 99 8 0   | 0 0 0                         | 99 8 0   |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Santeepore, ... ..             | 1                                                   | 0                                                       | 23                                               | 1                             | 3                                   | 21                                        | 22                        | 8 2 0                                     | 33 2 0                   | 41 4 0   | 0 0 0                         | 41 4 0   |  |  |  |  |  |  |  |  |  |  |  |  |
|           | <i>24-Pergunnahs.</i>          |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Munneerampore, ..              | 1                                                   | 0                                                       | 36                                               | 15                            | 7                                   | 44                                        | 41                        | 32 14 0                                   | 80 5 0                   | 113 3 0  | 0 0 0                         | 113 3 0  |  |  |  |  |  |  |  |  |  |  |  |  |
|           | Majilpore, ... ..              | 1                                                   | 0                                                       | 40                                               | 36                            | 27                                  | 45                                        | 35                        | 21 12 0                                   | 93 7 0                   | 115 3 0  | 0 0 0                         | 115 3 0  |  |  |  |  |  |  |  |  |  |  |  |  |
|           |                                | 16                                                  | 3                                                       | 740                                              | 387                           | 353                                 | 774                                       | 607                       | 478 14 7                                  | 1274 2 8                 | 1753 1 3 | 0 0 0                         | 1753 1 3 |  |  |  |  |  |  |  |  |  |  |  |  |



Vernacular Schools for the year 1849.

| EXPENSE.                                                              |   |   |    |    |     | SCHOOL BOOKS.                                               |     |    | SCHOOLMASTERS. |                                      |                  |              |                                                                                                   | Condition of the School Houses.  |        |                      |                    |
|-----------------------------------------------------------------------|---|---|----|----|-----|-------------------------------------------------------------|-----|----|----------------|--------------------------------------|------------------|--------------|---------------------------------------------------------------------------------------------------|----------------------------------|--------|----------------------|--------------------|
| Total disbursed by Government for the year on account of each School. |   |   |    |    |     | Cost per head for each pupil taking the average attendance. |     |    |                |                                      |                  | Number sold. | Amount realized.                                                                                  |                                  | Names. | Date of Appointment. | Salary per mensem. | Character and Qualification. |
| 180                                                                   | 0 | 0 | 6  | 8  | 0   | 42                                                          | 7   | 2  | 0              | Gyram Sircar, ... ..                 | 13th April 1846, |              |                                                                                                   | 15 |  |  |  |  | Good, ... .. | { Recently blown down. |
| 180                                                                   | 0 | 0 | 0  | 0  | 0   | 26                                                          | 1   | 7  | 0              | { Seetanath Chuckerbutty, ... .. }   | 13th April 1846, | 15           | Good, ... ..                                                                                      | In good repair.                  |        |                      |                    |
| 300                                                                   | 0 | 0 | 5  | 4  | 7   | 110                                                         | 18  | 13 | 3              | Kadernath Surma, ...                 | 1st Aug. 1845,   | 25           | Well spoken of, ...                                                                               | In good repair.                  |        |                      |                    |
| 180                                                                   | 0 | 0 | 3  | 2  | 11½ | 52                                                          | 8   | 12 | 0              | Ramchunder Goopto,                   | 1st June 1846,   | 20           | Well spoken of, ...                                                                               | In good repair.                  |        |                      |                    |
| 240                                                                   | 0 | 0 | 0  | 0  | 2½  | 52                                                          | 8   | 2  | 9              | Khretrolall Goopto, ...              | 1st June 1846,   | 20           | { An efficient teacher, }                                                                         | In good repair—recently erected. |        |                      |                    |
| 300                                                                   | 0 | 0 | 5  | 10 | 6   | 49                                                          | 6   | 4  | 6              | Jugmohon Sircar, ...                 | 16th May 1846,   | 25           | Well qualified, ...                                                                               | { Requires slight repairs.       |        |                      |                    |
| 240                                                                   | 0 | 0 | 7  | 9  | 2   | 39                                                          | 4   | 10 | 0              | { Modoosoodun Mymtors, ... }         | 13th Dec. 1849,  | 20           | Well qualified, ...                                                                               | In good order.                   |        |                      |                    |
| 90                                                                    | 0 | 0 | 0  | 13 | 10  | 60                                                          | 15  | 6  | 0              | Roopnarain Roy, ...                  | 27th May 1846,   | 15           | Well qualified, ...                                                                               | { Requires slight repairs.       |        |                      |                    |
| 240                                                                   | 0 | 0 | 8  | 4  | 5   | 19                                                          | 13  | 3  | 0              | { Brijonath Bhutta-charjee, ... .. } | 18th Nov. 1847,  | 20           | A good scholar, ...                                                                               | { Requires slight repairs.       |        |                      |                    |
| 90                                                                    | 0 | 0 | 12 | 13 | 8½  | 33                                                          | 7   | 4  | 3              | Bydonauth Ghose, ...                 | 17th July 1846,  | 15           | ... ..                                                                                            | { Abolished in June 1849.        |        |                      |                    |
| 75                                                                    | 0 | 0 | 5  | 5  | 8½  | 11                                                          | 4   | 6  | 3              | Radamohun Sircar, ...                | 14th Nov. 1846,  | 15           | ... ..                                                                                            | { Abolished in June 1849.        |        |                      |                    |
| 275                                                                   | 0 | 0 | 0  | 0  | 6¾  | 25                                                          | 3   | 4  | 0              | { Modoosoodun Nurutna, ... }         | 15th Mar. 1846,  | 25           | ... ..                                                                                            | { Abolished in Nov. 1849.        |        |                      |                    |
| 183                                                                   | 0 | 0 | 0  | 0  | 5¼  | 25                                                          | 3   | 4  | 0              | { Hurromohun Sein Goopto, ... .. }   | 2nd Aug. 1845,   | 15           | ... ..                                                                                            | { Abolished in Nov. 1849.        |        |                      |                    |
| 90                                                                    | 0 | 0 | 0  | 0  | 6½  | 0                                                           | 0   | 0  | 0              | Ramgopal Gosain, ...                 | 3rd Sept. 1845,  | 20           | ... ..                                                                                            | { Abolished in June 1849.        |        |                      |                    |
| 240                                                                   | 0 | 0 | 5  | 13 | 8   | 0                                                           | 0   | 0  | 0              | { Ramdhone Bhattacharjee, ... .. }   | 9th Oct. 1846,   | 20           | { These two teachers are well spoken of and have received diplomas from the Council of Education. | In good repair.                  |        |                      |                    |
| 300                                                                   | 0 | 0 | 8  | 9  | 4   | 19                                                          | 1   | 14 | 0              | Samachurn Goopto, ...                | 21st July 1846,  | 25           |                                                                                                   | In good repair.                  |        |                      |                    |
| 3203                                                                  | 0 | 0 | 5  | 4  | 5   | 562                                                         | 103 | 13 | 0              |                                      |                  |              |                                                                                                   |                                  |        |                      |                    |

| Division.     | SCHOOLS.                       |                                                     | PUPILS.                                                 |                                                  |                               |                                     |                                           | SCHOOLING FEES.           |                                           |    |   |                          |    |   |        |    |   |                               |    |   |          |    |   |
|---------------|--------------------------------|-----------------------------------------------------|---------------------------------------------------------|--------------------------------------------------|-------------------------------|-------------------------------------|-------------------------------------------|---------------------------|-------------------------------------------|----|---|--------------------------|----|---|--------|----|---|-------------------------------|----|---|----------|----|---|
|               | Districts and School Stations. | No. of Schools in operation at the end of the year. | No. of Schools not in operation at the end of the year. | No. on the roll at the commencement of the year. | No. admitted during the year. | No. of withdrawals during the year. | No. on the roll at the close of the year. | Average daily attendance. | Amount of fees collected during the year. |    |   | Balance of former years. |    |   | Total. |    |   | Disbursement during the year. |    |   | Balance. |    |   |
| Dacca.        | Backergunge.                   |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |   |        |    |   |                               |    |   |          |    |   |
|               | Bandooreepara, ...             | 1                                                   | 0                                                       | 14                                               | 38                            | 10                                  | 42                                        | 14                        | 14                                        | 9  | 0 | 31                       | 0  | 0 | 45     | 9  | 0 | 0                             | 0  | 0 | 45       | 9  | 0 |
|               | Gopalpore, ... ..              | 1                                                   | 0                                                       | 37                                               | 24                            | 22                                  | 39                                        | 23                        | 27                                        | 4  | 0 | 40                       | 3  | 0 | 67     | 7  | 0 | 0                             | 0  | 0 | 67       | 7  | 0 |
|               | Dacca.                         |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |   |        |    |   |                               |    |   |          |    |   |
|               | Dhamoye, ... ..                | 1                                                   | 0                                                       | 80                                               | 40                            | 40                                  | 80                                        | 43                        | 27                                        | 1  | 6 | 59                       | 11 | 0 | 86     | 12 | 6 | 12                            | 0  | 0 | 74       | 12 | 6 |
|               | Rajnugger, ... ..              | 1                                                   | 0                                                       | 0                                                | 78                            | 24                                  | 54                                        | 25                        | 11                                        | 12 | 0 | 0                        | 0  | 0 | 11     | 12 | 0 | 0                             | 0  | 0 | 11       | 12 | 0 |
|               | Mymensingh.                    |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |   |        |    |   |                               |    |   |          |    |   |
| MOORSHEEABAD. | Nusserabad, ... ..             | 1                                                   | 0                                                       | 92                                               | 54                            | 51                                  | 95                                        | 55                        | 40                                        | 3  | 0 | 81                       | 2  | 0 | 121    | 5  | 0 | 84                            | 10 | 0 | 36       | 11 | 0 |
|               |                                | 5                                                   | 10                                                      | 223                                              | 234                           | 147                                 | 310                                       | 160                       | 130                                       | 13 | 6 | 212                      | 0  | 0 | 332    | 13 | 6 | 96                            | 10 | 0 | 236      | 3  | 6 |
|               | Beerbhoom.                     |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |   |        |    |   |                               |    |   |          |    |   |
|               | Sooree, ... ..                 | 1                                                   | 0                                                       | 24                                               | 12                            | 9                                   | 27                                        | 25                        | 19                                        | 11 | 0 | 27                       | 2  | 0 | 46     | 13 | 0 | 0                             | 0  | 0 | 46       | 13 | 0 |
|               | Hatempore, ... ..              | 1                                                   | 0                                                       | 25                                               | 0                             | 1                                   | 24                                        | 23                        | 18                                        | 0  | 0 | 53                       | 8  | 6 | 71     | 8  | 6 | 0                             | 0  | 0 | 71       | 8  | 6 |
|               | Soopore, ... ..                | 1                                                   | 0                                                       | 31                                               | 5                             | 25                                  | 11                                        | 13                        | 7                                         | 12 | 0 | 15                       | 14 | 9 | 23     | 10 | 9 | 0                             | 0  | 0 | 23       | 10 | 9 |
|               | Bogra.                         |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |   |        |    |   |                               |    |   |          |    |   |
|               | Bogra, ... ..                  | 1                                                   | 1                                                       | 60                                               | 25                            | 42                                  | 43                                        | 40                        | 23                                        | 11 | 3 | 47                       | 7  | 9 | 71     | 3  | 0 | 20                            | 0  | 0 | 51       | 3  | 0 |



| EXPENSE.                                                              |                                                             |   |    |    |            | SCHOOL BOOKS. |                  | SCHOOLMASTERS.                   |                      |                                                   |                                                                                          | Condition of the School Houses.             |
|-----------------------------------------------------------------------|-------------------------------------------------------------|---|----|----|------------|---------------|------------------|----------------------------------|----------------------|---------------------------------------------------|------------------------------------------------------------------------------------------|---------------------------------------------|
| Total disbursed by Government for the year on account of each School. | Cost per head for each pupil taking the average attendance. |   |    |    |            | Number sold.  | Amount realized. | Names.                           | Date of Appointment. | Salary per mensem.                                | Character and Qualification.                                                             |                                             |
| 180                                                                   | 0                                                           | 0 | 12 | 13 | 8          | 40            | 6 9 0            | Hurchunder Ghose, ... }          | 14th July 1846,      | 15                                                | { Character good, but qualifications in-different,                                       | In good condition.                          |
| 180                                                                   | 0                                                           | 0 | 7  | 13 | 2          | 94            | 17 8 0           | Gobind Churn Chuckerbutty, }     | 23rd Jan. 1847,      | 15                                                | { Character good, but qualifications in-different,                                       | In good condition.                          |
| 260                                                                   | 0                                                           | 0 | 6  | 0  | 9          | 118           | 41 6 9           | Gourkishore Moitrye, ... }       | 21st Jan. 1846,      | { Jan. to April 15 Rs., May to Dec. 25 Rs., ... } | { Deserving of a reward, ... }                                                           | In good condition.                          |
| 120                                                                   | 0                                                           | 0 | 4  | 12 | 9½         | 107           | 18 2 0           | Hurris Chunder Naug, ... }       | 1st May 1849,        | 15                                                | { Well qualified and attentive,                                                          | In good condition.                          |
| 230                                                                   | 0                                                           | 0 | 4  | 2  | hls. 10-18 | 325           | 121 4 3          | Janooky Churn Bose, ... }        | 16th Nov. 1846,      | { Jan. to July 15 Rs., Aug. to Dec. 25 Rs., ... } | { Character good, proficient in his own language; understands English & is pains-taking, | In tolerably good order.                    |
| 970                                                                   | 0                                                           | 0 | 6  | 1  | 0          | 684           | 204 14 0         |                                  |                      |                                                   |                                                                                          |                                             |
| 240                                                                   | 0                                                           | 0 | 9  | 9  | 7          | 66            | 11 12 0          | Mohender Narain Mookerjee, ... } | 30th Oct. 1848,      | 20                                                | ... ..                                                                                   | { Abolished by Govt. Orders 20th Dec. 1849. |
| 180                                                                   | 0                                                           | 0 | 7  | 13 | 3          | 0             | 0 0 0            | Thakoor Doss Biddabhoosun, }     | 4th Nov. 1846,       | 15                                                | { Bears a good character and is well qualified, ... }                                    | Unfinished.                                 |
| 180                                                                   | 0                                                           | 0 | 13 | 13 | 6          | 3             | 2 10 0           | Degumber Dey, }                  | 13th Mar. 1847,      | 15                                                | { Bears a good character and is well qualified, ... }                                    | In good order —abolished.                   |
| 270                                                                   | 0                                                           | 0 | 6  | 12 | 0          | 87            | 37 14 9          | Sreenauth Turkopunchanun, }      | 18th April 1846,     | 25                                                | Well qualified,                                                                          | { Requires repair.                          |

| Division.                  | SCHOOLS.                              |                                                     |                                                         | PUPILS.                                          |                               |                                     |                                           |                           | SCHOOLING FEES.                           |                          |          |                               |          |  |  |  |  |  |
|----------------------------|---------------------------------------|-----------------------------------------------------|---------------------------------------------------------|--------------------------------------------------|-------------------------------|-------------------------------------|-------------------------------------------|---------------------------|-------------------------------------------|--------------------------|----------|-------------------------------|----------|--|--|--|--|--|
|                            | Districts and School Stations.        | No. of Schools in operation at the end of the year. | No. of Schools not in operation at the end of the year. | No. on the roll at the commencement of the year. | No. admitted during the year. | No. of withdrawals during the year. | No. on the roll at the close of the year. | Average daily attendance. | Amount of fees collected during the year. | Balance of former years. | Total.   | Disbursement during the year. | Balance. |  |  |  |  |  |
| MOORSHEDABAD.—(Continued.) | Moorshedabad.                         |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |
|                            | Sydabad, ... ..                       | 1                                                   | 0                                                       | 90                                               | 17                            | 17                                  | 90                                        | 70                        | 15 0 0                                    | 55 0 0                   | 70 0 0   | 20 0 0                        | 50 0 0   |  |  |  |  |  |
|                            | Jungypore, .....                      | 1                                                   | 0                                                       | 40                                               | 33                            | 27                                  | 46                                        | 40                        | 14 6 0                                    | 31 12 9                  | 46 2 9   | 0 0 0                         | 46 2 9   |  |  |  |  |  |
|                            | Candee,... ..                         | 1                                                   | 0                                                       | 40                                               | 131                           | 86                                  | 85                                        | 80                        | 15 13 9                                   | 0 0 0                    | 15 13 9  | 1 3 0                         | 14 10 9  |  |  |  |  |  |
|                            | Rajshahye.                            |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |
|                            | Pootea, ... ..                        | 1                                                   | 0                                                       | 49                                               | 15                            | 20                                  | 44                                        | 36                        | 30 0 0                                    | 77 13 0                  | 107 13 0 | 0 0 0                         | 107 13 0 |  |  |  |  |  |
|                            | Nattore, ... ..                       | 1                                                   | 0                                                       | 12                                               | 4                             | 16                                  | 0                                         | 10                        | 1 14 0                                    | 33 6 0                   | 35 4 0   | 0 0 0                         | 35 4 0   |  |  |  |  |  |
|                            | Rungpore.                             |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |
|                            | Sydapoosh Kannee,                     | 1                                                   | 0                                                       | 29                                               | 3                             | 3                                   | 29                                        | 18                        | 0 0 0                                     | 32 3 9                   | 32 3 9   | 0 0 0                         | 32 3 9   |  |  |  |  |  |
|                            | Poorbhag, ... ..                      | 1                                                   | 0                                                       | 32                                               | 17                            | 14                                  | 35                                        | 23                        | 0 0 0                                     | 55 13 0                  | 55 13 0  | 0 0 0                         | 55 13 0  |  |  |  |  |  |
| Bagoorea, .....            | 1                                     | 0                                                   | 38                                                      | 0                                                | 4                             | 34                                  | 29                                        | 14 0 3                    | 47 11 6                                   | 61 11 9                  | 20 0 0   | 41 11 9                       |          |  |  |  |  |  |
|                            |                                       | 12                                                  | 5                                                       | 470                                              | 262                           | 264                                 | 468                                       | 407                       | 160 4 3                                   | 477 13 0                 | 638 1 3  | 61 3 0                        | 576 14 3 |  |  |  |  |  |
| BHAUGULPORE.               | Bhaugulpore.                          |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |
|                            | Mynoodan Chuck }<br>in Bhaugulpore, } | 1                                                   | 0                                                       | 36                                               | 33                            | 41                                  | 28                                        | 27                        | 24 11 0                                   | 52 8 9                   | 77 3 9   | 0 0 0                         | 77 3 9   |  |  |  |  |  |
|                            | Monghyr.                              |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |
|                            | Town of Monghyr,                      | 1                                                   | 0                                                       | 36                                               | 41                            | 53                                  | 24                                        | 20                        | 6 8 0                                     | 23 4 0                   | 29 12 0  | 0 0 0                         | 29 12 0  |  |  |  |  |  |
|                            | Sheibpoorah, ...                      | 1                                                   | 0                                                       | 25                                               | 58                            | 45                                  | 38                                        | 23                        | 7 0 0                                     | 0 0 0                    | 7 0 0    | 0 0 0                         | 7 0 0    |  |  |  |  |  |
|                            | Poorneah.                             |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |
|                            | Town of Poorneah,                     | 1                                                   | 0                                                       | 30                                               | 0                             | 10                                  | 20                                        | 20                        | 31 2 6                                    | 273 1 1                  | 304 3 7  | 0 0 0                         | 304 3 7  |  |  |  |  |  |
|                            | Nathpore, ... ..                      | 1                                                   | 0                                                       | ■                                                | 5                             | 4                                   | 10                                        | 8                         | 4 0 0                                     | 18 15 11                 | 22 15 11 | 0 0 0                         | 22 15 11 |  |  |  |  |  |
|                            | Maldah.                               |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |                          |          |                               |          |  |  |  |  |  |
|                            | English Bazar, ...                    | 1                                                   | 0                                                       | 102                                              | 43                            | 65                                  | 80                                        | 54                        | 56 8 0                                    | 215 3 0                  | 271 11 0 | 141 10 6                      | 130 0 6  |  |  |  |  |  |
| Pookoorea, ... ..          | 1                                     | 0                                                   | 68                                                      | 15                                               | 17                            | 66                                  | 22                                        | 1 15 0                    | 32 10 0                                   | 34 9 0                   | 13 11 0  | 20 14 0                       |          |  |  |  |  |  |
|                            |                                       | 7                                                   | 10                                                      | 326                                              | 195                           | 235                                 | 266                                       | 174                       | 131 12 6                                  | 615 10 9                 | 747 7 3  | 155 5 6                       | 591 1 9  |  |  |  |  |  |



| EXPENSE.                                                              |                                                             |    | SCHOOL BOOKS.    |              |                  | SCHOOLMASTERS. |                                         |                     |                                                          |                                                                   | Condition of the School Houses. |
|-----------------------------------------------------------------------|-------------------------------------------------------------|----|------------------|--------------|------------------|----------------|-----------------------------------------|---------------------|----------------------------------------------------------|-------------------------------------------------------------------|---------------------------------|
| Total disbursed by Government for the year on account of each School. | Cost per head for each pupil taking the average attendance. |    |                  | Number sold. | Amount realized. | Names.         | Date of Appointment.                    | Salary per mensem.  | Character and Qualification.                             |                                                                   |                                 |
| 300 0 0                                                               | 4                                                           | 4  | 6 $\frac{3}{4}$  | 164          | 13 4             | 9              | Obhoy Churn Roy, ...                    | 16th Feb. 1846, 25  | Well qualified, ...                                      | In good repair.                                                   |                                 |
| 180 0 0                                                               | 4                                                           | 8  | 0                | 38           | 12 8             | 9              | Bhuggobutty Churn }<br>Nyarutton, ... } | 1st Jan. 1846, 15   | Well qualified, ...                                      | { In good repair<br>—abolished.                                   |                                 |
| 175 2 7                                                               | 2                                                           | 3  | 0                | 210          | 34 15            | 6              | Anund Chund Sircar,                     | 11th Dec. 1848, 15  | Well qualified, ...                                      | In good repair.                                                   |                                 |
| 300 0 0                                                               | 8                                                           | 5  | 4                | 0            | 0 0              | 0              | Bholanauth Bata-<br>charjee, ... }      | 14th Sep. 1847, 25  | { Of good charac-<br>ter, but not effi-<br>cient, ... }  | { In good repair<br>—abolished.                                   |                                 |
| 43 13 11                                                              | 3                                                           | 10 | 6                | 0            | 0 0              | 0              | Issur Chunder Holdar,                   | 26th Mar. 1849, 20  | ... ..                                                   | { Abolished on the<br>1st June 1849.                              |                                 |
| 125 0 0                                                               | 6                                                           | 15 | 1 $\frac{1}{2}$  | 46           | 14 5             | 3              | Bhimlochun Sandyal,                     | 1st Jan. 1846, 25   | ... ..                                                   | { Abolished on the<br>1st June 1849.                              |                                 |
| 100 0 0                                                               | 4                                                           | 5  | 6 $\frac{3}{4}$  | 65           | 2 15             | 6              | Tara Sunker Moitro,                     | 17th June 1846, 20  | ... ..                                                   | { Abolished on the<br>1st June 1849.                              |                                 |
| 190 10 3 $\frac{3}{4}$                                                | 6                                                           | 9  | 2 $\frac{1}{2}$  | 84           | 35 7             | 3              | Issur Chunder Holdar,                   | 10th Aug. 1846, 20  | { Bears a good<br>character and<br>is well qualified,    | { In good repair.                                                 |                                 |
| 2484 10 9 $\frac{3}{4}$                                               | 6                                                           | 1  | 6                | 755          | 165 13           | 9              |                                         |                     |                                                          |                                                                   |                                 |
| 240 0 0                                                               | 8                                                           | 14 | 2 $\frac{1}{2}$  | 3            | 1 6              | 0              | Koonjbeharee Lal, ...                   | 13th April 1848, 20 | { Well qualified<br>and bears a good<br>character, ... } | { In good repair.                                                 |                                 |
| 300 0 0                                                               | 15                                                          | 0  | 0                | 27           | 11 7             | 0              | Sha Zahed-oo-deen,...                   | 1st July 1846, 25   | { Well qualified<br>and bears a good<br>character, ... } | { In good repair.                                                 |                                 |
| 300 0 0                                                               | 13                                                          | 0  | 8 $\frac{1}{2}$  | 11           | 5 1              | 0              | Lalla Shewhay, .....                    | 1st Sep. 1848, 25   | { Well qualified<br>and bears a good<br>character, ... } | { In good repair.                                                 |                                 |
| 240 0 0                                                               | 12                                                          | 0  | 0                | 0            | 0 0              | 0              | Mouluvee Ahmed, ...                     | 14th April 1846, 20 | { Well qualified<br>and bears a good<br>character, ... } | { Requires slight<br>repairs.                                     |                                 |
| 81 8 0                                                                | 10                                                          | 3  | 0                | 0            | 0 0              | 0              | Mouluvee Suffer Allee,                  | 25th April 1848, 15 | { Well qualified<br>and bears a good<br>character, ... } | { Abolished.                                                      |                                 |
| 300 0 0                                                               | 5                                                           | 8  | 10               | 153          | 54 1             | 3              | Harro Chunder }<br>Chattuck, ... }      | 1st Jan. 1846, 25   | { Very attentive<br>and efficient, ... }                 | { In good repair.                                                 |                                 |
| 180 0 0                                                               | 8                                                           | 2  | 10               | 44           | 16 8             | 0              | Nilumber Bam, .....                     | 15th June 1846, 15  | No report, ... ..                                        | { Under the cus-<br>tody of the Moor-<br>shedabad Zemin-<br>dars. |                                 |
| 1641 8 0                                                              | 9                                                           | 6  | 11 $\frac{1}{4}$ | 238          | 88 7             | 3              |                                         |                     |                                                          |                                                                   |                                 |

| Division. | SCHOOLS.                       |                                                     |                                                         | PUPILS.                                          |                               |                                     |                                           |                           | SCHOOLING FEES.                           |    |   |                          |    |    |        |                               |    |     |          |   |     |    |    |
|-----------|--------------------------------|-----------------------------------------------------|---------------------------------------------------------|--------------------------------------------------|-------------------------------|-------------------------------------|-------------------------------------------|---------------------------|-------------------------------------------|----|---|--------------------------|----|----|--------|-------------------------------|----|-----|----------|---|-----|----|----|
|           | Districts and School Stations. | No. of Schools in operation at the end of the year. | No. of Schools not in operation at the end of the year. | No. on the roll at the commencement of the year. | No. admitted during the year. | No. of withdrawals during the year. | No. on the roll at the close of the year. | Average daily attendance. | Amount of fees collected during the year. |    |   | Balance of former years. |    |    | Total. | Disbursement during the year. |    |     | Balance. |   |     |    |    |
| PATNA.    | Behar.                         |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |    |        |                               |    |     |          |   |     |    |    |
|           | Daoodnugger, ...               | 1                                                   | 0                                                       | 24                                               | 18                            | 16                                  | 26                                        | 17                        | 12                                        | 14 | 0 | 24                       | ■  | 2  | 37     | 6                             | 2  | 0   | 0        | 0 | 37  | 6  | 2  |
|           | Sarun.                         |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |    |        |                               |    |     |          |   |     |    |    |
|           | Chuprah, ... ..                | 1                                                   | 0                                                       | 48                                               | 29                            | 35                                  | 42                                        | 21                        | 14                                        | 3  | 6 | 10                       | 8  | 0  | 24     | 11                            | 6  | 10  | 0        | 0 | 14  | 11 | ■  |
|           | Shahabad.                      |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |    |        |                               |    |     |          |   |     |    |    |
|           | Arrah, ... ..                  | 1                                                   | 0                                                       | 30                                               | 45                            | 40                                  | 35                                        | 30                        | 10                                        | 6  | 0 | 14                       | 6  | 0  | 24     | 12                            | 0  | 0   | 0        | 0 | 24  | 12 | 0  |
|           | Sasseram, ... ..               | 1                                                   | 0                                                       | 13                                               | 10                            | 14                                  | 9                                         | 7                         | 6                                         | 9  | 0 | 4                        | 4  | 0  | 10     | 13                            | 0  | 0   | 0        | 0 | 10  | 13 | 0  |
| CUTTACK.  | Buxar, ... ..                  | 1                                                   | 0                                                       | 29                                               | 25                            | 37                                  | 17                                        | 15                        | 11                                        | 1  | 0 | 1                        | 14 | 0  | 12     | 5                             | 0  | 0   | 0        | 0 | 12  | 15 | 0  |
|           |                                | 5                                                   | 9                                                       | 144                                              | 137                           | 142                                 | 129                                       | 92                        | 65                                        | 1  | 6 | 55                       | 8  | 2  | 110    | 9                             | 8  | 10  | 0        | 0 | 100 | 9  | ■  |
|           | Cuttack.                       |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |    |        |                               |    |     |          |   |     |    |    |
|           | Kendrapara, ... ..             | 1                                                   | 0                                                       | 23                                               | 20                            | 8                                   | 35                                        | 23                        | 20                                        | 5  | ■ | 19                       | 9  | 8  | 39     | 14                            | 11 | 0   | 0        | 0 | 39  | 14 | 11 |
|           | Mersingpara, ... ..            | 1                                                   | 0                                                       | 72                                               | 9                             | 21                                  | 60                                        | 40                        | 48                                        | 6  | 0 | 11                       | 4  | 0  | 59     | 10                            | 0  | 4   | 12       | 0 | 54  | 14 | 0  |
|           | Hurreehurpore, ...             | 0                                                   | 1                                                       | 16                                               | 3                             | 19                                  | 0                                         | 0                         | 7                                         | 6  | 7 | 15                       | 15 | 4  | 23     | 5                             | 11 | 0   | 0        | 0 | 23  | 5  | 11 |
|           | Mahangah, ... ..               | 0                                                   | 1                                                       | 0                                                | 0                             | 0                                   | 0                                         | ■                         | 0                                         | 0  | 0 | 2                        | 2  | 0  | 2      | 2                             | 0  | 0   | 0        | 0 | 2   | 2  | 0  |
|           | Pooree.                        |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |    |        |                               |    |     |          |   |     |    |    |
|           | Pooree, ... ..                 | 1                                                   | 0                                                       | 30                                               | 14                            | 14                                  | 30                                        | 13                        | 18                                        | 1  | 0 | 68                       | 3  | 7  | 86     | 4                             | 7  | 31  | 0        | 0 | 55  | 4  | 7  |
|           | Khoordah, ... ..               | 1                                                   | 0                                                       | 23                                               | 14                            | 15                                  | ■                                         | 15                        | 18                                        | 5  | 6 | 48                       | 8  | 9  | 66     | 14                            | ■  | 32  | 8        | 0 | 34  | 6  | 3  |
|           | Balasore.                      |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |    |        |                               |    |     |          |   |     |    |    |
|           | Balasore, ... ..               | 1                                                   | 0                                                       | 57                                               | 21                            | 46                                  | 32                                        | 32                        | 15                                        | 2  | 0 | 15                       | 6  | 0  | 30     | 8                             | 0  | 0   | 0        | 0 | 30  | 8  | 0  |
|           | Bhaddruck, ... ..              | 1                                                   | 0                                                       | 15                                               | 8                             | 5                                   | 18                                        | 13                        | 14                                        | 12 | ■ | 7                        | ■  | 0  | 22     | 4                             | 9  | 0   | 0        | 0 | 22  | 4  | 9  |
|           | Midnapore.                     |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |    |        |                               |    |     |          |   |     |    |    |
|           | Midnapore, ... ..              | 1                                                   | 0                                                       | 44                                               | 53                            | 17                                  | 80                                        | 42                        | 27                                        | 9  | 0 | 78                       | 4  | 6  | 105    | 13                            | 6  | 82  | 1        | 8 | 23  | 11 | 10 |
|           | Pinglah, ... ..                | 1                                                   | 0                                                       | 30                                               | 10                            | 12                                  | 28                                        | 23                        | 4                                         | 15 | 0 | 30                       | 5  | 0  | 35     | 4                             | 0  | 0   | 0        | 0 | 35  | 4  | 0  |
|           | Gunessur, ... ..               | 1                                                   | ■                                                       | 53                                               | 7                             | 10                                  | 50                                        | 30                        | 32                                        | 9  | 0 | 81                       | 3  | 0  | 113    | 12                            | 0  | 44  | 11       | 0 | 69  | 1  | 0  |
|           |                                | 9                                                   | 2                                                       | 363                                              | 159                           | 167                                 | 355                                       | 231                       | 207                                       | 8  | 1 | 378                      | 5  | 10 | 585    | 13                            | 11 | 195 | 0        | 8 | 390 | 13 | 3  |



| EXPENSE.                                                              |      |                                                             |    |     | SCHOOL BOOKS. |                                   | SCHOOLMASTERS.  |                      |                                                                    |                                                        |  | Condition of the School Houses. |
|-----------------------------------------------------------------------|------|-------------------------------------------------------------|----|-----|---------------|-----------------------------------|-----------------|----------------------|--------------------------------------------------------------------|--------------------------------------------------------|--|---------------------------------|
| Total disbursed by Government for the year on account of each School. |      | Cost per head for each pupil taking the average attendance. |    |     | Number sold.  | Amount realized.                  | Names.          | Date of Appointment. | Salary per mensem.                                                 | Character and Qualification.                           |  |                                 |
| 220                                                                   | 0 0  | 12 15                                                       | 0½ | 1   | 0 6 0         | Kannee Lall, ... ..               | 31st July 1848, | 20                   | { Of good character and well qualified, ... }                      | { In bad condition.                                    |  |                                 |
| 240                                                                   | 0 0  | 11 6                                                        | 6¼ | 55  | 33 9 6        | Byjnath Sohay, .....              | 1st May 1846,   | 20                   | { Pains-taking and well acquainted with Oordoo and Hind-dee, ... } | { In good repair, but requires a little white-washing. |  |                                 |
| 240                                                                   | 0 0  | 8 0                                                         | 0  | 29  | 5 7 6         | Chooaram Sookool, ...             | 1st May 1846,   | 20                   | { A willing and diligent man, ... }                                | { In good repair, but requires a little white-washing. |  |                                 |
| 180                                                                   | 0 0  | 25 11                                                       | 5  | 19  | 4 6 0         | Moheeb Hossein, .....             | 1st Aug. 1848,  | 15                   | Not stated, ... ..                                                 | { In good repair, but requires a little white-washing. |  |                                 |
| 180                                                                   | 0 0  | 12 0                                                        | 0  | 47  | 11 9 0        | Almahomed, ... ..                 | 1st Aug. 1848,  | 15                   | { Willing and industrious, ... }                                   | { In good repair, but requires a little white-washing. |  |                                 |
| 1060                                                                  | 0 0  | 11 15                                                       | 3  | 151 | 55 6 0        |                                   |                 |                      |                                                                    |                                                        |  |                                 |
| 300                                                                   | 0 0  | 13 8                                                        | 8  | 16  | 8 15 0        | { Bhobnanund Nyalishlunkar, ... } | 2nd Oct. 1845,  | 25                   | Highly qualified,                                                  | { Requires usual annual repairs.                       |  |                                 |
| 213                                                                   | 2 8  | 5 4 9                                                       | 12 | 48  | 23 0 4        | { Chundernath Mookerjee, ... }    | 7th Aug. 1848,  | 20                   | { Industrious and qualified, ... }                                 | { Requires usual annual repairs.                       |  |                                 |
| 0                                                                     | 0 0  | 0 0                                                         | 0  | 1   | 0 3 0         | ... ..                            | ... ..          | 0                    | ... ..                                                             | Abolished.                                             |  |                                 |
| 0                                                                     | 0 0  | 0 0                                                         | 0  | 0   | 0 0 0         | ... ..                            | ... ..          | 0                    | ... ..                                                             | Abolished.                                             |  |                                 |
| 240                                                                   | 0 0  | 18 7                                                        | 4¾ | 0   | 0 0 0         | Bhugman Misser, ...               | 13th Sep. 1845, | 20                   | { Of good character, but not well qualified, ... }                 | { In good repair.                                      |  |                                 |
| 180                                                                   | 0 0  | 12 0                                                        | 0  | 2   | 1 15 0        | Rutnakeer Naick, ...              | 20th Sep. 1845, | 15                   | { Good character and a fair teacher, ... }                         | { In good repair.                                      |  |                                 |
| 240                                                                   | 0 0  | 7 8                                                         | 0  | 0   | 0 0 0         | { Bunmallee Buchasputtee, ... }   | 22nd Oct. 1845, | 20                   | { Steady and attentive, ... }                                      | { In good repair.                                      |  |                                 |
| 180                                                                   | 0 0  | 13 3                                                        | 0  | 0   | 0 0 0         | Bunmallee Maintee, ...            | 27th Oct. 1845, | 15                   | { Steady and attentive, ... }                                      | { In good repair.                                      |  |                                 |
| 212                                                                   | 2 8  | 5 0                                                         | 10 | 184 | 47 2 9        | Lokenauth Soorma, ...             | 8th June 1848,  | 20                   | { Attentive and capable, ... }                                     | { In good repair.                                      |  |                                 |
| 207                                                                   | 13 4 | 9 0                                                         | 11 | 23  | 7 13 0        | { Omachurn Bandopadea, ... }      | 22nd Mar. 1847, | 15                   | ... ..                                                             | Abolished.                                             |  |                                 |
| 300                                                                   | 0 0  | 10 0                                                        | ■  | 27  | 28 2 6        | Tara Doss Surma, .....            | 9th Sep. 1845,  | 25                   | { Attentive and qualified, ... }                                   | { In good repair.                                      |  |                                 |
| 2073                                                                  | 2 8  | 8 14                                                        | 10 | 301 | 117 3 7       |                                   |                 |                      |                                                                    |                                                        |  |                                 |

| Division.   | SCHOOLS.                       |                                                     | PUPILS.                                                 |                                                  |                               |                                     |                                           |                           | SCHOOLING FEES.                           |    |   |                          |    |   |        |    |   |                               |   |   |          |    |   |
|-------------|--------------------------------|-----------------------------------------------------|---------------------------------------------------------|--------------------------------------------------|-------------------------------|-------------------------------------|-------------------------------------------|---------------------------|-------------------------------------------|----|---|--------------------------|----|---|--------|----|---|-------------------------------|---|---|----------|----|---|
|             | Districts and School Stations. | No. of Schools in operation at the end of the year. | No. of Schools not in operation at the end of the year. | No. on the roll at the commencement of the year. | No. admitted during the year. | No. of withdrawals during the year. | No. on the roll at the close of the year. | Average daily attendance. | Amount of fees collected during the year. |    |   | Balance of former years. |    |   | Total. |    |   | Disbursement during the year. |   |   | Balance. |    |   |
| CHITTAGONG. | Chittagong.                    |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |   |        |    |   |                               |   |   |          |    |   |
|             | Noaparah, ... ..               | 1                                                   | 0                                                       | 28                                               | 7                             | 9                                   | 26                                        | 21                        | 19                                        | 15 | 0 | 14                       | 11 | 0 | 34     | 10 | 0 | 0                             | 0 | 0 | 34       | 10 | 0 |
|             | Bullooah.                      |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |   |        |    |   |                               |   |   |          |    |   |
|             | Noakolly, ... ..               | 1                                                   | 0                                                       | 24                                               | 8                             | 9                                   | 23                                        | 21                        | 16                                        | 14 | 0 | 39                       | 4  | 0 | 56     | 2  | 0 | 10                            | 0 | 0 | 46       | 2  | 0 |
|             | Tipperah.                      |                                                     |                                                         |                                                  |                               |                                     |                                           |                           |                                           |    |   |                          |    |   |        |    |   |                               |   |   |          |    |   |
|             | Thorlah, .. ...                | 1                                                   | 0                                                       | 9                                                | 8                             | 7                                   | 10                                        | 0                         | 0                                         | 0  | 0 | 0                        | 0  | 0 | 0      | 0  | 0 | 0                             | 0 | 0 | 0        | 0  | 0 |
|             | Berkampta, .....               | 1                                                   | 0                                                       | 23                                               | 0                             | 10                                  | 13                                        | 11                        | 6                                         | 4  | 0 | 4                        | 11 | 0 | 10     | 14 | 0 | 0                             | 8 | 0 | 10       | 6  | 0 |
|             |                                | 4                                                   | 4                                                       | 84                                               | 23                            | 35                                  | 72                                        | 62                        | 43                                        | 1  | 0 | 58                       | 9  | 0 | 101    | 10 | 0 | 10                            | 8 | 0 | 91       | 0  | 0 |

| Divisions.           | SCHOOLS.                                            |                                                         | PUPILS.                                                    |                               |                                     |                                            |                           |
|----------------------|-----------------------------------------------------|---------------------------------------------------------|------------------------------------------------------------|-------------------------------|-------------------------------------|--------------------------------------------|---------------------------|
|                      | No. of Schools in operation at the end of the year. | No. of Schools not in operation at the end of the year. | No. of pupils on the roll at the commencement of the year. | No. admitted during the year. | No. of withdrawals during the year. | No. on the rolls at the close of the year. | Average daily attendance. |
| Jessore, ... ..      | 16                                                  | 3                                                       | 740                                                        | 387                           | 353                                 | 774                                        | 607                       |
| Dacca, ... ..        | 5                                                   | 10                                                      | 223                                                        | 234                           | 147                                 | 310                                        | 160                       |
| Moorshedabad, ... .. | 12                                                  | 5                                                       | 470                                                        | 262                           | 264                                 | 468                                        | 407                       |
| Bhaugulpore, ... ..  | 7                                                   | 10                                                      | 326                                                        | 195                           | 235                                 | 286                                        | 174                       |
| Patna, ... ..        | 5                                                   | ■                                                       | 144                                                        | 137                           | 142                                 | 139                                        | 92                        |
| Cuttack, ... ..      | ■                                                   | 2                                                       | 363                                                        | 159                           | 167                                 | 355                                        | 231                       |
| Chittagong, ... ..   | 4                                                   | 4                                                       | 84                                                         | 23                            | 35                                  | 72                                         | 62                        |
| Total, .....         | 58                                                  | 43                                                      | 2350                                                       | 1397                          | 1343                                | 2404                                       | 1733                      |

Sudder Board of Revenue, Fort William, }  
The 5th July 1850. }



| EXPENSE.                                                              |   |   |                                                             |    |                    | SCHOOL BOOKS. |                  | SCHOOLMASTERS.                                  |                                 |                    |                                   | Condition of the School Houses. |
|-----------------------------------------------------------------------|---|---|-------------------------------------------------------------|----|--------------------|---------------|------------------|-------------------------------------------------|---------------------------------|--------------------|-----------------------------------|---------------------------------|
| Total disbursed by Government for the year on account of each School. |   |   | Cost per head for each pupil taking the average attendance. |    |                    | Number sold.  | Amount realized. | Names.                                          | Date of Appointment.            | Salary per mensem. | Character and Qualification.      |                                 |
| 300                                                                   | 0 | 0 | 14                                                          | 4  | 7                  | 27            | 11 9 0           | { Oomachurn Kas-togree, ... }                   | 1st May 1848, ...               | 25                 | { Intelligent and well conducted, | { In good condition.            |
| 300                                                                   | 0 | 0 | 14                                                          | 4  | 6 <sup>k.</sup> 17 | 62            | 19 4 6           | { Udit Churn Doss, (deceased,) ... }            | ... ..                          | 25                 | Good, ... ..                      | Requires repairs.               |
| 240                                                                   | 0 | 0 | 26                                                          | 10 | 8                  | 12            | 7 12 0           | Bystub Churn Bose,                              | 16th Dec. 1845,                 | 20                 | Good, ... ..                      | { Requires repairs, ... }       |
| 180                                                                   | 0 | 0 | 16                                                          | 5  | 9                  | 3             | 0 5 0            | { Ram Coomar Bose, Sham Kishore Chuckerbutty, } | 17th Aug. 1847, 21st Nov. 1849, | 15                 | Good, ... ..                      | Very good. } Abolished.         |
| 1020                                                                  | 0 | 0 | 16                                                          | 7  | 2                  | 104           | 38 14 6          |                                                 |                                 |                    |                                   |                                 |

| PUPILS.                                           |    |   |                             |    |    |        |    |    |                                     |    |   |          |    |   | EXPENSE.                                                                      |    |                               |                                                                                                       |    |                                | SCHOOL BOOKS. |                  |    |   |
|---------------------------------------------------|----|---|-----------------------------|----|----|--------|----|----|-------------------------------------|----|---|----------|----|---|-------------------------------------------------------------------------------|----|-------------------------------|-------------------------------------------------------------------------------------------------------|----|--------------------------------|---------------|------------------|----|---|
| Amount of fees col-<br>lected during the<br>year. |    |   | Balance of former<br>years. |    |    | Total. |    |    | Disbursements dur-<br>ing the year. |    |   | Balance. |    |   | Total disbursed by<br>Government on ac-<br>count of the seve-<br>ral schools. |    |                               | Cost per head for<br>each pupil calcu-<br>lated thereon, tak-<br>ing the average<br>daily attendance. |    |                                | Number.       | Amount realized. |    |   |
| 478                                               | 14 | 7 | 1274                        | 2  | 8  | 1753   | 1  | 3  | 0                                   | 0  | 0 | 1753     | 1  | 3 | 3203                                                                          | 0  | 0                             | 5                                                                                                     | 4  | 5                              | 562           | 103              | 13 | 0 |
| 130                                               | 13 | 6 | 212                         | 0  | 0  | 332    | 13 | 6  | 96                                  | 10 | 0 | 236      | 3  | 6 | 970                                                                           | 0  | 0                             | 6                                                                                                     | 1  | 0                              | 684           | 204              | 14 | 0 |
| 160                                               | 4  | 3 | 477                         | 13 | 0  | 638    | 1  | 3  | 61                                  | 3  | 0 | 576      | 14 | 3 | 2484                                                                          | 10 | 9 <sup>3</sup> / <sub>4</sub> | 6                                                                                                     | 1  | 6                              | 755           | 165              | 13 | 9 |
| 131                                               | 12 | 6 | 615                         | 10 | 9  | 747    | 7  | 3  | 155                                 | 5  | 6 | 591      | 1  | 9 | 1641                                                                          | 8  | 0                             | 9                                                                                                     | 6  | 11 <sup>1</sup> / <sub>4</sub> | 238           | 88               | 7  | 3 |
| 55                                                | 1  | 6 | 55                          | 8  | 2  | 110    | 9  | 8  | 10                                  | 0  | 0 | 100      | 9  | 8 | 1060                                                                          | 0  | 0                             | 11                                                                                                    | 15 | 3                              | 151           | 55               | 6  | 0 |
| 207                                               | 8  | 1 | 378                         | 5  | 10 | 385    | 13 | 11 | 195                                 | 0  | 8 | 390      | 13 | 3 | 2073                                                                          | 2  | 8                             | 8                                                                                                     | 14 | 10                             | 301           | 117              | 3  | 7 |
| 43                                                | 1  | 0 | 58                          | 9  | 0  | 101    | 10 | 0  | 10                                  | 8  | 0 | 91       | 2  | 0 | 1020                                                                          | 0  | 0                             | 16                                                                                                    | 7  | 2                              | 104           | 38               | 14 | 6 |
| 1208                                              | 7  | 5 | 3072                        | 1  | 5  | 4269   | 8  | 10 | 528                                 | 11 | 2 | 3740     | 13 | 8 | 12452                                                                         | 5  | 5 <sup>3</sup> / <sub>4</sub> | 7                                                                                                     | 2  | 11                             | 2765          | 774              | 8  | 1 |

(Signed) GEO. PLOWDEN,  
Secretary.







